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ABSTRACT

As background for the development of a new regulation for certification of social studies teachers in the state of Minnesota, a Task Force identified desired social studies outcomes in the affective domain. These goals for student attitudinal change are listed. The paper includes detailed suggestions for specific teacher behaviors indicative of the desired outcomes and for representative teacher competencies needed by teachers to be able to make progress in achieving pupil goals. Related documents are SO 006 086-89. (SHM)

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BACKGROUND PAPER

SOCIAL STUDIES TEACHER COMPETENCIES: THE AFFECTIVE AREA

Introduction

This paper was developed by members of the Task Force to Study Programs Leading to Certification for Teachers in the Areas of Social Studies. It illustrates the approach taken by that Task Force as it worked to develop a new regulation for certification of social studies teachers in the State of Minnesota.

The Task Force has reversed the approach of many of those who have attempted to identify teacher competencies. Rather than beginning with teacher behaviors and knowledge needed to teach social studies, the Task Force began with the assumption that the major way of measuring a teacher's competency should be to assess the degree to which the teacher is able to help pupils make progress toward goals identified for a social studies program. In other words, the Task Force began with a competency model focused upon student outputs rather than with one based upon teacher inputs to the learning process. Such a model seems more appropriate in a day when the public is demanding greater accountability from schools.

The Task Force began its work by identifying a list of social studies outcomes on which members felt there might be considerable agreement. These outcomes in the affective domain are listed in the left-hand column of the pages in this background paper. Along with the goals from other background papers, these affective goals have been abbreviated and appear in the condensed version of the Competencies for Social Studies Teachers found in the appendix of the Position Paper. That list makes it clear that the Task Force believes that teachers should be ab progress toward social studies goal class.

Task Force members then tried teacher behaviors in the classroom situations which would facilitate p outcome. These behaviors are found site the outcome which they should

Column three shows another typ Force members have tried to identif behaviors and competencies which ma classroom behaviors found in column opposite each of the behaviors whic

Several things should be noted found in columns two and three. Fi related to locating, developing or experiences, or instructional mater specific. That is, they indicate c subject matter focus which might he outcomes. Obviously, no final list include all of these subject or con However, it is easy to categorize t headings, such as "Uses content app goals" or "Uses a multi-media progr materials appropriate to goals."

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SOCIAL STUDIES TEACHER COMPETENCIES: THE AFFECTIVE AREA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

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of the Competencies for Social Stud-
in the appendix of the Position
makes it clear that the Task Force
believes that teachers should be able to help pupils progress toward social studies goals identified for any class.

Task Force members then tried to identify those teacher behaviors in the classroom or in other teaching situations which would facilitate pupil learning of each outcome. These behaviors are found in column two, opposite the outcome which they should help achieve.

Column three shows another type of competency. Task Force members have tried to identify in this column those behaviors and competencies which make possible the teacher-classroom behaviors found in column two. They are placed opposite each of the behaviors which they should facilitate.

Several things should be noted about the behaviors found in columns two and three. First, many of those related to locating, developing or using content, learning experiences, or instructional materials are content-specific. That is, they indicate clearly the type of subject matter focus which might help develop specific outcomes. Obviously, no final list of competencies can include all of these subject or content-specific behaviors. However, it is easy to categorize them under some general headings, such as "Uses content appropriate to stated goals" or "Uses a multi-media program with instructional materials appropriate to goals."

Second, many of the competencies and behaviors are repeated frequently within one column. This is to be expected, since the same competency often facilitates the

learning of many different affective goals. Once the background papers had been completed, it was possible for Task Force members to examine the behaviors in column two in this background paper as well as in the paper on the cognitive domain and part one of the paper on community and professional relations. Behaviors which were found frequently in these papers have been grouped under general headings to form a condensed list of teacher classroom behaviors which facilitate the attainment of goals by pupils. This condensed list forms Part II of the longer condensed list of competencies found in Appendix B of the Position Paper on the regulation.

Similarly, overlap appears in column three of this background paper as well as in the other papers. Again, the competencies have been grouped and condensed into three major areas of knowledge and behavior. The condensed list makes up Parts III, IV, and V of the longer condensed list in Appendix B of the Position Paper.

It is from the condensed list of competencies found in the Position Paper that the Task Force has derived the major areas of competencies identified in the regulation. These areas correspond to the major headings in the condensed list.

A third point should also be noted about columns two and three of this background paper. Those who developed this paper worked on the assumptions that there are six major ways of bringing about attitudinal change. Each of these ways is supported by research evidence. For purposes of clarity, they are indicated here.

(1) Attitudinal changes can be brought about by modeling of the desired attitudes by someone whom pupils admire.
(2) Attitudinal changes can be brought about by reinforcement of desired behavior.
(3) Attitudinal changes can be brought about by using any one of a number of ways of creating dissonance -- of forcing pupils to recognize conf
beliefs or existing conditions which
values. Recognition of such conflic
value analysis and changes in attitu
(4) Attitudinal changes can sometimes be
involvement of pupils either in dire
activities such as activities relate
problems or agencies, role playing e
lation games, or viewing a film or
biography which leads the pupil to
people.
(5) Attitudinal change can sometimes be
introducing pupils to specific types
content. To be effective, this use
be part of a long-term program which
activities to help induce the attitu
reinforce it over time.
(6) Attitudes toward self result from so
ing socialization within the school.
of a good self-concept requires, amo
socialization process which ensures
acceptance of one's worth by others.

Attitudinal goals are frequently mo
achieve than cognitive goals. Moreover,
how to facilitate attitudinal change or
specific behaviors which are indicative
Consequently, this background paper incl
specific behaviors indicative of the bro
These behaviors are found in column one
detailed than those found in the backgro
cognitive area. It is hoped that this s
vide help for those trying to evaluate
comes.

This background paper and the other
Task Force were prepared primarily as a
broad areas of competencies to be inclu
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that regulation. Consequently, the pap
to the Position Paper prepared by the T

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of forcing pupils to recognize conflicts in their beliefs or existing conditions which fail to jibe with values. Recognition of such conflict can lead to value analysis and changes in attitudes.

(4) Attitudinal changes can sometimes be brought about by involvement of pupils either in direct or vicarious activities such as activities related to community problems or agencies, role playing episodes or simulation games, or viewing a film or reading a novel or biography which leads the pupil to identify with other people.

(5) Attitudinal change can sometimes be brought about by introducing pupils to specific types of subject matter content. To be effective, this use of content needs to be part of a long-term program which provides for other activities to help induce the attitudinal change and reinforce it over time.

(6) Attitudes toward self result from socialization, including socialization within the school. The development of a good self-concept requires, among other things, a socialization process which ensures success and the acceptance of one's worth by others.

Attitudinal goals are frequently more difficult to achieve than cognitive goals. Moreover, less is known about how to facilitate attitudinal change or even how to identify specific behaviors which are indicative of certain attitudes. Consequently, this background paper includes a number of specific behaviors indicative of the broader outcomes desired. These behaviors are found in column one and are much more detailed than those found in the background paper on the cognitive area. It is hoped that this specificity will provide help for those trying to evaluate progress toward outcomes.

This background paper and the others developed by the Task Force were prepared primarily as a means of identifying broad areas of competencies to be included in the new regulation on certification and in the guidelines to accompany that regulation. Consequently, the papers are not attached to the Position Paper prepared by the Task Force. However,

much thought and effort have gone into the development of these papers. Some colleges may wish to use a similar model for developing their programs. If so, they should feel free to make what use they can of this and the other background papers. The Task Force wishes to emphasize, however, that neither the background papers nor the condensed list of competencies found in Appendix B of the Position Paper constitute any required list of competencies to be adopted by Minnesota colleges. Indeed, no institution could hope to develop so many competencies within four or even five years. Nor is this list of specific teacher competencies comprehensive, long as it is. Each institution must develop its own set of competencies under each broad area identified under section three of the regulation. However, it is not required to use any of the specific suggestions found in the condensed list or this background paper. This paper is being made available only because some educators may find it helpful as they seek to develop their own list of competencies and their own program for developing and evaluating them.

AFFECTIVE AREA

MAKES PROGRESS TOWARD ACHIEVING STUDENT OUTCOMES LISTED BELOW	REPRESENTATIVE TEACHER COMPETENCIES NEEDED TO BE ABLE TO MAKE PROGRE ACHIEVING PUPIL GOALS	
	BEHAVIORS IN CLASSROOM AND OTHER TEACHING SITUATIONS	COMPETENCIES WHICH WOULD H CLASSROOM BEHAVIO
General Goal Has a positive self-concept, characterized by the following behaviors: 1. Is willing to take risks in relations with others. a. Expresses feelings honestly. b. Risks disagreeing with others. c. Risks talking with others. d. Solicits perceptions of others about own behavior.	Creates a warm and open climate which facilitates student learning. a. Encourages pupils to disagree with teacher and others and to think for themselves. Encourages diversity in ideas and in ways of approaching tasks. b. Asks for pupils' perceptions of the teacher's actions and comments. c. Accepts pupils' suggestions without reacting negatively or punatively. However, expresses own feelings about actions honestly. d. Reinforces pupils' attempts to express their ideas and feelings. e. Listens to students and makes use of their comments in a discussion either in own remarks or by asking others to react to them. f. Makes positive suggestions, not just negative criticisms. If negative remarks need to be made, makes them when others are not present. When making criticisms or positive suggestions, indicates that one is speaking of actions or work, not of the work of the individual.	Identifies factors whic open classroom climate climate which interfere expression of feelings. Identifies ways of rein and helping pupils feel Analyzes video tapes or situations; identifies hamper and those which of a warm and open clas Analyzes video tapes of identifies areas in wh ability to create a war classroom. Can explain the import people's remarks for a fies techniques and ty be used to help pupils other pupils' remarks.

AFFECTIVE AREA

SENTATIVE TEACHER COMPETENCIES NEEDED TO BE ABLE TO MAKE PROGRESS IN ACHIEVING PUPIL GOALS	
IORS IN CLASSROOM AND OTHER TEACHING SITUATIONS	COMPETENCIES WHICH WOULD HELP REALIZE CLASSROOM BEHAVIORS
es a warm and open climate which litates student learning.	Identifies factors which help create a warm and open classroom climate and those which create a climate which interferes with thinking and the expression of feelings.
ncourages pupils to disagree with eacher and others and to think for hemselves. Encourages diversity in deas and in ways of approaching tasks. sks for pupils' perceptions of the eacher's actions and comments. ccepts pupils' suggestions without eacting negatively or punatively. owever, expresses own feelings bout actions honestly. einforces pupils' attempts to ex- ress their ideas and feelings. istens to students and makes use of heir comments in a discussion ither in own remarks or by asking thers to react to them. lakes positive suggestions, not just negative criticisms. If negative remarks need to be made, makes them when others are not present. When making criticisms or positive sugges- tions, indicates that one is speaking of actions or work, not of the work of the individual.	Identifies ways of reinforcing pupil behavior and helping pupils feel that they are of worth. Analyzes video tapes or transcripts of classroom situations; identifies teacher behaviors which hamper and those which facilitate the development of a warm and open classroom climate. Analyzes video tapes of own classroom situations; identifies areas in which he can improve his ability to create a warm and open climate in the classroom. Can explain the importance of sensitivity to other people's remarks for a good discussion. Identifies techniques and types of questions which can be used to help pupils become more sensitive to other pupils' remarks.

g. Treats each pupil with respect. Accepts his ideas and feelings and gives consideration to them. Avoids the use of sarcasm and of demeaning words and actions. Demonstrates own faith in student through action and words.

h. Uses activities to help pupils and teacher become better acquainted (i.e. to share things they like to do).

e. Risks displaying products of his work.

Uses the products of individual and small-group work in the on-going study of a unit, as basic materials of instruction for the rest of the class.

Can explain the rel
to show others the
a good self-concept

Develops lesson and
for individual and
for some activities
gests activities wh
to b: used as basic
for other members o

Schedules the use o
are needed to help
ideas, develop skil
study of the unit

Provides help as needed to ensure success in the production of materials or presentations; however, does not provide more help than needed. Does not tell pupils what to do in too much detail or do the job himself/herself.

Identifies the amou
types of help needed
groups within a cl
to use in deciding
different types of
the tasks, availab
in the class.

Can explain ways o
providing too much

Reinforces pupils' efforts to develop materials for others to use during a unit of work.

Identifies types o
explain ways of us
induce pupils to s

reats each pupil with respect.
ccepts his ideas and feelings and
ives consideration to them. Avoids
he use of sarcasm and of demeaning
ords and actions. Demonstrates own
faith in student through action and
ords.
Uses activities to help pupils and
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s the products of individual and
ll-group work in the on-going study
a unit, as basic materials of
truction for the rest of the class.

ovides help as needed to ensure suc-
ss in the production of materials or
esentations; however, does not pro-
de more help than needed. Does not
ll pupils what to do in too much
tail or do the job himself/herself.

einforces pupils' efforts to develop
aterials for others to use during a
nit of work.

Can explain the relationship of a willingness to show others the products of one's work to a good self-concept.

Develops lesson and unit plans which provide for individual and small group work as well as for some activities to be done in common. Suggests activities which can result in products to be used as basic instructional materials for other members of the class.

Schedules the use of pupils' products when they are needed to help other students understand ideas, develop skills, etc., during the on-going study of the unit topic.

Identifies the amount of help needed and the types of help needed by different pupils and groups within a class. Identifies criteria to use in deciding how much help to give on different types of tasks, given the goals for the tasks, available materials, and the pupils in the class.

Can explain ways of helping pupils without providing too much direction.

Identifies types of reinforcement and can explain ways of using reinforcement to help induce pupils to show others their products.

f. Seeks out relations with others; does not seem fearful of meeting new people or trying to do things with others.	Uses varied types of group work for different purposes, such as to explore feelings, carry out tasks, etc. Demonstrates ability to use such groups to achieve different purposes.	Identifies differe and can explain th the role of pupils Analyzes video tap identifies factors which hamper the w objectives for the
	Structures situations to promote chances of successful work with others. Matches group tasks with the ability of the group to perform those tasks.	Identifies differe which can be under backgrounds, abili Identifies criteri selecting activiti with a good chance Identifies ways of pattern and leader class.
	If cliques develop or if some pupils seem ignored by other, uses sociometric devices to structure groups. Provides for opportunities to work with those outside of immediate group of friends but in situations in which chances of developing successful relations with others is high.	Identifies steps t sociometric device explain the purpos
	Uses learning experiences which provide pupils with opportunities to work with people he has not known before or to interview such people.	Identifies types o have a change to or work with peop in school or neigh structuring activi chances for succes

s varied types of group work for ferent purposes, such as to explore lings, carry out tasks, etc. Demon- ates ability to use such groups to ieve different purposes.	Identifies different types of groups sessions and can explain the role of the teacher and the role of pupils in each. Analyzes video tapes of group activity and identifies factors which facilitate and those which hamper the work of the group, given the objectives for the group session.
ructures situations to promote chances successful work with others. Matches oup tasks with the ability of the oup to perform those tasks.	Identifies different types of group tasks which can be undertaken by pupils with different backgrounds, abilities, and skills. Identifies criteria which might be used in selecting activities which can be undertaken with a good chance of success. Identifies ways of diagnosing interaction pattern and leaders among students in a class.
cliques develop or if some pupils em ignored by other, uses socio- tric devices to structure groups. ovides for opportunities to work with ose outside of immediate group of iends but in situations in which ances of developing successful lations with others is high.	Identifies steps to follow and ways of handling sociometric devices for grouping students. Can explain the purposes of using such devices.
es learning experiences which provide upils with opportunities to work with eople he has not known before or to nterview such people.	Identifies types of activities in which pupils have a change to interview community members or work with people outside of his acquaintances in school or neighborhood. Explains ways of structuring activities to provide increased chances for successful work with others.

2. Indicates by remarks and non-verbal behavior that he/she thinks he/she can succeed at tasks and that he/she feels good about self.	Treats each child with respect; accepts his ideas and feelings and gives consideration to them. Avoids the use of sarcasm and does not berate pupils. Avoids the use of demeaning actions and words. Demonstrates his faith in student through actions and words.	Professes belief (on writing, or orally) potential value of a the importance of a individual's emotion Identifies factors w and those which have person's self-concep Identifies actions a different races, eth economic backgrounds almost all people co
a. Sets up goals and shows persistent effort to attain these goals.	Plans cooperatively with pupils. Helps pupils set up realistic criteria for identifying problems to study, tasks to undertake, etc.	Can explain the purp ning. Identifies di such planning and ca in each. Identifies criteria helping pupils estab
b. Tries to do short-term educational tasks.	Adjusts learning experiences and materials of instruction to the many types of individu differences in a class; makes direct provision for meeting the needs of individual pupils rather than just lowering the level of teaching to meet the general ability and maturation level of the class. Uses experiences in which students can experience success. Provides opportunities for pupils to demonstrate their competencies in ways important to them.	Identifies the many ferences which may h Identifies types of can be used to ident personality differen as interests, concer informal ways of asc Interprets results c istration of publish of his own diagnosti Identifies other sou pupils' backgrounds.

Treats each child with respect; accepts his ideas and feelings and gives consideration to them. Avoids the use of sarcasm and does not berate pupils. Avoids the use of demeaning actions and words. Demonstrates his faith in student through actions and words.	Professes belief (on attitude scales, in writing, or orally) in the inherent and potential value of any individual. Can explain the importance of a good self-concept to an individual's emotional and intellectual growth. Identifies factors which have a positive effect and those which have a negative effect upon a person's self-concept. Identifies actions and words which pupils of different races, ethnic backgrounds, and socio-economic backgrounds consider demeaning or which almost all people consider demeaning.
Plans cooperatively with pupils. Helps pupils set up realistic criteria for identifying problems to study, tasks to undertake, etc.	Can explain the purposes of pupil-teacher planning. Identifies different ways of conducting such planning and can explain steps to follow in each. Identifies criteria which might be used in helping pupils establish realistic goals.
Adjusts learning experiences and materials of instruction to the many types of individu differences in a class; makes direct provision for meeting the needs of individual pupils rather than just lowering the level of teaching to meet the general ability and maturation level of the class. Uses experiences in which students can experience success. Provides opportunities for pupils to demonstrate their competencies in ways important to them.	Identifies the many types of individual differences which may be found among pupils. Identifies types of diagnostic devices which can be used to identify both cognitive and personality differences among pupils as well as interests, concerns, and needs. Identifies informal ways of ascertaining these differences. Interprets results of findings from the administration of published diagnostic measures and of his own diagnostic devices. Identifies other sources of information about pupils' backgrounds.

		Identifies differences am group of students. Can d and interests of each pup
		Can explain ways of worki into account differences cognitive styles, and per
		Locates and develops mate which can be used by pupi abilities, interests, lea personalities.
		Develops unit and lesson for classroom procedures of handling differences a of students.
	Rewards pupils for persistence in task fulfillment and attainment of intermediate goals.	Can explain the use of pr and reinforcement theory.
3. Listens to and weighs suggestions without reacting defensively.	Creates a warm and open climate which facilitates student learning. a. Encourages pupils to disagree with teacher and others and to think for themselves. b. Asks for pupils' perceptions of the teacher's actions and comments. c. Accepts pupils' suggestions without reacting negatively or punatively. d. Reinforces pupils' attempts to express their feelings and ideas. e. Listens to students and makes use of their comments in a discussion either in his/her own remarks or by asking others to react to them.	Identifies factors which which hinder the develop climate in the classroom Can explain the use of m effect behavioral change Can explain the use of r effect behavioral change reinforcing behavior.

Identifies differences among a particular group of students. Can discuss the abilities and interests of each pupil in the group.

Can explain ways of working with pupils to take into account differences in abilities, interests, cognitive styles, and personality types.

Locates and develops materials of instruction which can be used by pupils with different abilities, interests, learning styles, and personalities.

Develops unit and lesson plans and general plans for classroom procedures which provide for ways of handling differences among a specific group of students.

s pupils for persistence in task
lment and attainment of inter-
e goals.

Can explain the use of precision teaching and and reinforcement theory.

s a warm and open climate which
tates student learning.

Identifies factors which help create and those which hinder the development of a warm and open climate in the classroom.

ourages pupils to disagree with
cher and others and to think for
mselves.
s for pupils' perceptions of the
cher's actions and comments.
epts pupils' suggestions without
cting negatively or punatively.
nforces pupils' attempts to
ress their feelings and ideas.
tens to students and makes use of
ir comments in a discussion either
his/her own remarks or by asking
ers to react to them.

Can explain the use of modeling behavior to effect behavioral change.

Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.

	f. Makes positive suggestions, not just negative criticisms. If negative criticisms need to be made, makes them when others are not present. When making criticisms or positive suggestions, indicates that he/she is speaking of actions or work, not of the worth of the individual pupil.	Explains ways of icisms into posit explain probable cisms made in fr
4. Feels that he/she has some control over own life as shown by the following behaviors:	Creates a warm and open climate which facilitates the expression of ideas.	Identifies facto which hinder the climate in the c
a. Questions authority when treated unjustly by that authority.	a. Encourage pupils to disagree with the teacher and others. b. Asks for pupils' perceptions of the teacher's actions and comments. c. Accepts pupils' suggestions without reacting negatively or punatively.	
b. Makes judgements about participation in activities in respect to own needs, interests, and abilities.	Structures many learning experiences in which pupils select, design, and carry out their own activities. Offers them some choice in all units.	Develops unit an for small group ities in additio in common.
c. Develops patterns of self-direction.	Uses varied types of pupil-teacher planning suited to maturation and ability level of class. Increases amount as year progresses.	Identifies varie pupil-teacher pl
	Manages a learning program in which students are working independently and in groups.	Identifies varie programs in whic independence in
	Assists pupils in carrying out their tasks without directing them.	Identifies preca principles to f

f. Makes positive suggestions, not just negative criticisms. If negative criticisms need to be made, makes them when others are not present. When making criticisms or positive suggestions, indicates that he/she is speaking of actions or work, not of the worth of the individual pupil.	Explains ways of turning negative criticisms into positive suggestions. Can explain probable student reaction to criticisms made in front of others.
Creates a warm and open climate which facilitates the expression of ideas. a. Encourage pupils to disagree with the teacher and others. b. Asks for pupils' perceptions of the teacher's actions and comments. c. Accepts pupils' suggestions without reacting negatively or punatively.	Identifies factors which help create and those which hinder the development of a warm and open climate in the classroom.
Structures many learning experiences in which pupils select, design, and carry out their own activities. Offers them some choice in all units.	Develops unit and lesson plans which provide for small group and individual learning activities in addition to any activities carried out in common.
Uses varied types of pupil-teacher planning suited to maturation and ability level of class. Increases amount as year progresses.	Identifies varied ways of managing learning pupil-teacher planning.
Manages a learning program in which students are working independently and in groups.	Identifies varied ways of managing learning programs in which pupils are given much independence in their work.
Assists pupils in carrying out their tasks without directing them.	Identifies precautions to use and general principles to follow when having pupils work

		individually or in groups. of keeping track of pupil p such work and of providing help without directing the
		Develops learning packets which provide some guidanc choose to work on certain provide packets which do n major generalizations to b do not provide so much hel the opportunity to design own activities.
5. Feels a sense of political and social efficacy. (Feels that he can influence political decisions and improve social conditions.)	Uses content and learning activities which give pupils an opportunity to learn the ideas and skills which will help them affect the political and social systems.	Can explain the relationsh of political and social ef and social participation.
a. Indicates his feelings of efficacy on an attitudes scale.	a. Focuses upon key concepts and generalizations which help pupils understand ways of affecting political and social decisions.	Identifies key concepts an which help people understa ical power and ways of aff decisions.
		Identifies key concepts an which help people understa affect the effectiveness o and social movements.
	b. Takes time to teach skills needed to affect political and social affairs.	Identifies skills needed b to be successful in affect political and social areas
	c. Uses content and learning activities which focus upon ways of affecting decisions rather than upon just a structural analysis of our political system or recall of information about social institutions.	Locates and develops learn instructional materials wh help pupils develop the id to affect the political sy tutions and problems in th

	individually or in groups. Can explain ways of keeping track of pupil progress during such work and of providing pupils with needed help without directing their work.
	Develops learning packets or other material which provide some guidance to pupils who choose to work on certain types of activities; provide packets which do not tell pupils the major generalizations to be developed and which do not provide so much help that pupils lose the opportunity to design and carry out their own activities.
content and learning activities h give pupils an opportunity to n the ideas and skills which will them affect the political and al systems.	Can explain the relationship between a sense of political and social efficacy and political and social participation.
ocuses upon key concepts and gener- lizations which help pupils under- tand ways of affecting political nd social decisions.	Identifies key concepts and generalizations which help people understand the use of political power and ways of affecting political decisions.
	Identifies key concepts and generalizations which help people understand factors which affect the effectiveness of social organizations and social movements.
akes time to teach skills needed to ffect political and social affairs.	Identifies skills needed by pupils if they are to be successful in affecting actions in the political and social areas.
ses content and learning activities hich focus upon ways of affecting ecisions rather than upon just a tructural analysis of our political ystem or recall of information bout social institutions.	Locates and develops learning experiences and instructional materials which can be used to help pupils develop the ideas and skills needed to affect the political system or social institutions and problems in the community.

b. Engages in work with community agencies. c. Participates in extra-curricular school activities.	d. Gives pupils opportunities to engage in activities within the school and in the community which have some effect upon political and social decisions or institutions and problems.	Identifies types of a pupils might undertak community which would success in affecting ical or social situat
	e. Helps pupils analyze their experiences in working with political and social agencies in the community.	Can explain the impor experiences to help p feelings.
	f. Provides feedback to pupils about their skills in affecting action and in communication. Provides them with opportunities to evaluate their own skills by observing video tapes, the results of their actions, etc.	Can explain the impor evaluation in the tea
6. Accepts responsibility for own actions; does not try to blame others.	Models desired behavior by accepting responsibility for problems arising because he/she failed to do something which a teacher might have done.	Explains the use of m behavioral change.
	Creates a warm and open classroom climate.	Identifies factors wh which hamper the deve classroom climate. C
	a. Makes positive suggestions rather than negative criticisms. Criticizes actions, not the pupil as a person.	effects of positive a
	b. Provides reinformcement for pupils when they accept responsibility for the consequences of their actions.	Can explain the use o ing behavioral change reinforcing behavior.
	Uses fiction, non-fiction, short case studies, or films to provoke a discussion of the effects on a person and on others if he/she refuses to accept responsibility for own actions.	Locates or develops m which can be used to the consequences of n for actions.

es pupils opportunities to engage activities within the school and the community which have some ect upon political and social deci- ns or institutions and problems.	Identifies types of action activities which pupils might undertake in the school or community which would provide them with success in affecting to some degree the political or social situation.
ps pupils analyze their experiences working with political and social ncies in the community.	Can explain the importance of an analysis of experiences to help pupils clarify their feelings.
vides feedback to pupils about their lls in affecting action and in com- ication. Provides them with oppor- ities to evaluate their own skills observing video tapes, the results their actions, etc.	Can explain the importance of feedback or evaluation in the teaching-learning process.
desired behavior by accepting sibility for problems arising e he/she failed to do something which her might have done.	Explains the use of modeling behavior to effect behavioral change.
es a warm and open classroom climate.	Identifies factors which help create and those which hamper the development of a warm and open classroom climate. Can explain the varying effects of positive and negative criticisms.
kes positive suggestions rather than gative criticisms. Criticizes tions, not the pupil as a person.	
ovides reinformcement for pupils when ey accept responsibility for the con- quences of their actions.	Can explain the use of reinforcement in effecting behavioral change; identifies ways of reinforcing behavior.
fiction, non-fiction, short case stud- or films to provoke a discussion of effects on a person and on others if e refuses to accept responsibility wn actions.	Locates or develops materials of instruction which can be used to provoke thought about the consequences of not accepting responsibility for actions.

General Goal

Values human dignity as indicated by the following behaviors:

1. Indicates by verbal and non-verbal behavior that he/she cares for people more than things.

Demonstrates that he/she values human dignity by the way in which he/she treats individuals, in behavior outside of the classroom and in the community, and in any statements made about own feelings or values as pupils discuss value positions and people's feelings.

Uses teaching strategies designed to induce attitudinal change by creating dissonance.

Takes part of instructional time to focus upon content, activities, and materials which are designed to affect attitudes toward human beings.

a. Uses types of reading materials such as novels, biographies, or films which emphasize human feelings and experiences. Asks pupils to express their feelings about these situations and the people involved and to try to identify how the people involved felt.

b. Uses learning experiences which help demonstrate to pupils their own prejudices and which help them examine their own feelings, inconsistencies in their values, and the possible consequences of their actions upon other people.

Analyzes own behavio
own prejudices and a
his/her ability to r
backgrounds.

Demonstrates in smal
ability to listen se
people of diverse ba

Can explain the use
effect attitudinal c

Can explain the use
attitudes. Identifi
dissonance.

Locates or develops
learning experiences
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Uses learning experiences which
help demonstrate to pupils their
own prejudices and which help them
examine their own feelings, inconsis-
tencies in their values, and the
possible consequences of their act-
ions upon other people.

Analyzes own behavior and actions to identify own prejudices and actions which may affect his/her ability to relate to people of diverse backgrounds.

Demonstrates in small group situations his/her ability to listen sensitively and to relate to people of diverse backgrounds.

Can explain the use of modeling behavior to effect attitudinal change.

Can explain the use of dissonance to modify attitudes. Identifies several ways of creating dissonance.

Locates or develops attitude scales and learning experiences which can be used to help pupils identify their own prejudices or conflicts in their beliefs about freedom and equality for themselves and others.

Locates and develops instructional materials which emphasizes human feelings and experiences.

Plans lessons and units which make use of such materials and which focus upon affective learning.

Plans courses to provide for cumulative programs of experiences to help pupils learn to value human dignity. Works with other teachers on developing such a cumulative program.

	c. Asks pupils to analyze their own value conflicts. Uses some model of value analysis in classroom. Demonstrates that he/she can follow the steps in the strategy related to the model.	Can explain several model and can identify the step model.
2. Identifies own personal motives, prejudices, and beliefs; modifies those which tend to affect others adversely.	Provides learning experiences in which pupils analyze their own behavior, motives, feelings, and prejudices. Uses a teaching strategy which helps them to do so and to consider alternative behaviors and their effects. (e.g. a teaching strategy designed to explore feelings).	Identifies and can explai might be followed in a te designed to help pupils a others, their own feeling which might have provided satisfaction. Locates and develops inst and learning experiences case studies, etc.) which for pupils to analyze the feelings.
	Uses sound or video tapes of discussions to help pupils identify prejudices of which they were unaware or to focus upon behavior and possible causes of it.	Can identify indications and assumptions in a vide or transcript of a discus
	Models the behavior desired of students. Indicates that he/she has prejudices which he/she is trying to overcome.	Can explain the use of mo effect changes in behavio
	Reinforces pupils who are willing to admit their prejudices and motives and who take some action to overcome them.	Can explain the use of re behavioral change and can ways of reinforcing behav
	At times uses content, materials, and learning experiences which help pupils understand individual psychology and human motives. Asks pupils to apply this learning to themselves after having them apply it to case studies or other types of learning materials.	Locates and develops lear experiences which help pu motives and individual ps of discrimination and pre and the causes of prejudi

ks pupils to analyze their own lue conflicts. Uses some model value analysis in classroom. monstrates that he/she can follow e steps in the strategy related to e model.	Can explain several models of value analysis and can identify the steps to follow in each model.
des learning experiences in which s analyze their own behavior, ves, feelings, and prejudices. Uses aching strategy which helps them to o and to consider alternative behav- and their effects. (e.g. a teaching tegy designed to explore feelings).	Identifies and can explain the steps which might be followed in a teaching strategy designed to help pupils analyze feelings of others, their own feelings, and behaviors which might have provided them with greater satisfaction. Locates and develops instructional materials and learning experiences (role playing episodes, case studies, etc.) which provide opportunities for pupils to analyze their own and others' feelings.
sound or video tapes of discus- s to help pupils identify prejudices hich they were unaware or to focus behavior and possible causes of it.	Can identify indications of prejudice, bias, and assumptions in a video tape, sound tape, or transcript of a discussion.
ls the behavior desired of students. cates that he/she has prejudices h he/she is trying to overcome.	Can explain the use of modeling behavior to effect changes in behavior.
nforces pupils who are willing to t their prejudices and motives and take some action to overcome them.	Can explain the use of reinforcement to effect behavioral change and can identify and explain ways of reinforcing behavior.
times uses content, materials, and rning experiences which help pupils erstand individual psychology and an motives. Asks pupils to apply s learning to themselves after hav- them apply it to case studies or er types of learning materials.	Locates and develops learning materials and experiences which help pupils understand human motives and individual psychology, the effects of discrimination and prejudice upon others, and the causes of prejudice.

3. Has empathy for others; tries to understand their viewpoints and feelings; is sympathetic toward them.	Models desired student behavior, in part by creating a warm and open climate in the classroom.	Can explain the use of behavioral change.
a. Perceives a wide range of interpersonal cues.	a. Listens to students and makes use of their comments in a discussion. b. Accepts pupils' suggestions without reacting negatively or punatively. c. Uses activities to help pupils and teacher become better acquainted with each other. d. Asks for pupils' perceptions of the teacher's actions and comments.	Identifies factors whi open classroom climate climate which makes pu their thoughts and fee Demonstrates in small can perceive a wide ra Also identifies such c discussions.
	Adjusts learning experiences to take into account the "culture" of a class and the existing interaction patterns among pupils.	Can explain ways of id of a class and the int students.
	Uses learning experiences to help pupils identify interpersonal cues, both verbal and non-verbal.	Locates or develops le can be used to help te interpersonal cues.
b. Is aware of the impression that he/she makes upon others.	Models the desired behavior of asking for other people's perceptions of his/her own behavior.	Can explain the use of effect behavioral chan
	Uses various activities to help pupils gain confidence in asking for other people's perceptions of him/her. At times uses sociometric or other written devices to ascertain impressions pupils have of each other.	Can explain the use of written devices to obt pupils' perceptions of
c. Asks others to state their feelings; accepts them without censure.	Models the desired behavior by asking for pupils' perceptions of the teacher's actions and comments.	Can explain the use o behavioral changes.
	Creates a warm and open climate in the classroom.	Identifies factors wh open classroom climat climate which makes p their thoughts and fe

Models desired student behavior, in part by creating a warm and open climate in the classroom. a. Listens to students and makes use of their comments in a discussion. b. Accepts pupils' suggestions without reacting negatively or punatively. c. Uses activities to help pupils and teacher become better acquainted with each other. d. Asks for pupils' perceptions of the teacher's actions and comments.	Can explain the use of modeling to effect behavioral change. Identifies factors which help create a warm and open classroom climate and those which create a climate which makes pupils hesitate to express their thoughts and feelings.
Adjusts learning experiences to take into account the "culture" of a class and the existing interaction patterns among pupils.	Demonstrates in small group sessions that he/she can perceive a wide range of interpersonal cues. Also identifies such clues in video tapes of discussions. Can explain ways of identifying the "culture" of a class and the interaction patterns among students.
Uses learning experiences to help pupils identify interpersonal cues, both verbal and non-verbal.	Locates or develops learning experiences which can be used to help teach pupils to identify interpersonal cues.
Models the desired behavior of asking for other people's perceptions of his/her own behavior.	Can explain the use of modeling behavior to effect behavioral changes.
Uses various activities to help pupils gain confidence in asking for other people's perceptions of him/her. At times uses sociometric or other written devices to ascertain impressions pupils have of each other.	Can explain the use of sociometric and other written devices to obtain information about pupils' perceptions of each other.
Models the desired behavior by asking for pupils' perceptions of the teacher's actions and comments.	Can explain the use of modeling to effect behavioral changes.
Creates a warm and open climate in the classroom.	Identifies factors which help create a warm and open classroom climate and those which create a climate which makes pupils hesitate to express their thoughts and feelings.

	Gives pupils a list of questions which they might ask about another person's feelings in order to help him analyze his feelings and other people's perceptions of him without having him feel that others are criticizing him.	Identifies types of ques ask each other in a non- threatening way to help their own feelings and other people's perceptio
d. Listens carefully to others; is able to forget himself and his own ideas as he tries to understand what the other person is saying, thinking, and feeling.	Models the desired behaviors by listening to students carefully; at times indicates such listening by summarizing or building upon what a pupil has said or asking if he/she has understood correctly that the student means (paraphrases ideas expressed).	Can explain the use of effect behavioral change
	Conducts listening exercises; provides learning experiences which help pupils learn to identify verbal and non-verbal interpersonal cues.	Locates or develops list pupils learn to identify
	Provides feedback to pupils about how well they are listening and interpreting other pupils' ideas and feelings. Helps them identify factors which have interfered with his goal or which have facilitate achievement of it.	Presented with a video each other, can identify the pupils are not notic cative either of careful listen carefully. Can have interfered with lis
	Reinforces pupils who exhibit the desired behavior.	Can explain the use of of effecting behavioral of reinforcing behavior
e. Remembers what others say and perceptions of how they feel and think.	At times asks if he is correct in assuming that a pupil feels a certain way about what has gone on or is going on in the class; models desired behavior.	Can explain the use of effect behavioral change

Gives pupils a list of questions which they might ask about another person's feelings in order to help him analyze his feelings and other people's perceptions of him without having him feel that others are criticizing him.	Identifies types of questions which people can ask each other in a non-critical and non-threatening way to help each other identify their own feelings and feel freer to ask for other people's perceptions of him/herself.
Models the desired behaviors by listening to students carefully; at times indicates such listening by summarizing or building upon what a pupil has said or asking if he/she has understood correctly that the student means (paraphrases ideas expressed).	Can explain the use of modeling behavior to effect behavioral changes.
Conducts listening exercises; provides learning experiences which help pupils learn to identify verbal and non-verbal interpersonal cues.	Locates or develops listening exercises to help pupils learn to identify interpersonal cues.
Provides feedback to pupils about how well they are listening and interpreting other pupils' ideas and feelings. Helps them identify factors which have interfered with this goal or which have facilitated achievement of it.	Presented with a video tape of pupils talking to each other, can identify interpersonal cues which the pupils are not noticing and behavior indicative either of careful listening or failure to listen carefully. Can identify factors which have interfered with listening.
Reinforces pupils who exhibit the desired behavior.	Can explain the use of reinforcement as a means of effecting behavioral change; identifies ways of reinforcing behavior.
At times asks if he is correct in assuming that a pupil feels a certain way about what has gone on or is going on in the class; models desired behavior.	Can explain the use of modeling behavior to effect behavioral changes.

	Provides opportunities for pupils to paraphrase what has been said by another and to indicate how he thinks others are feeling about certain things. Asks students to indicate how well the others have summarized what they have said or how well they have identified their feelings.	Can explain the importa about how others interp In small group work, de paraphrase ideas of oth he can identify feeling is happening.
	Reinforces the desired behavior.	Can explain the use of behavioral changes and reinforcing behavior.
f. Identifies with others; feels some of the same emotions that they do as he/she puts self in the other persons's place. This attitude may be indicated by behaviors such as the following:	Uses role playing episodes to help pupils identify with others. Uses a debriefing session to help pupils identify their feelings, what they have learned from the role playing, and what has been happening if they have stereotyped the behavior and feelings of others.	Can explain the use of understand other points the possible danger of playing episode and can stereotyping in role pl Locates or develops rol can be used to help pup Develops careful plans debriefing session afte
1) Makes comments to indicate his/her personal involvement and his understanding of other people's feelings when he has engaged in discussions or role-playing episodes.		
2) Makes comments about how he felt as he read a book, watched a film, worked with someone, etc.	Uses instructional materials such as novels, short stories, autobiographies, and films which are likely to lead pupils to identify with the main characters.	Can explain the use of tional materials as a m to identify with others Locates useful material selects materials appro the class.

es opportunities for pupils to rase what has been said by another indicate how he thinks others are about certain things. Asks ts to indicate how well the others ummarized what they have said or il they have identified their gs.	Can explain the importance of feedback to pupils about how others interpret their behavior. In small group work, demonstrates that he can paraphrase ideas of others accurately and that he can identify feelings of others about what is happening.
rces the desired behavior.	Can explain the use of reinforcement to effect behavioral changes and can identify ways of reinforcing behavior.
ole playing episodes to help identify with others. Uses a fing session to help pupils fy their feelings, what they earned from the role playing, at has been happening if they tereotyped the behavior and gs of others.	Can explain the use of role playing to help people understand other points of view. Can also explain the possible danger of stereotyping in a role playing episode and can identify examples of such stereotyping in role playing situations. Locates or develops role playing episodes which can be used to help pupils identify with others. Develops careful plans for their use and for a debriefing session afterwards.
instructional materials such as s, short stories, autobiographies, ilms which are likely to lead pupils entify with the main characters.	Can explain the use of certain kinds of instructional materials as a means of inducing pupils to identify with others. Locates useful materials for this purpose; selects materials appropriate to pupils within the class.

3) Makes comments about how he/she would have felt in similar circumstances. 4) Makes comments to indicate his/her degree of involvement as he read a book, watched an event, etc.	Uses some discussion strategy designed to help pupils identify the feelings of others and how students would have felt in the situation as well as how pupils felt as they read about, viewed, or watched situations involving other people.	Identifies and explains the some discussion strategy de identify other people's fee and to consider how they wo similar situation or how th identified with someone.
g. Broadens his empathy, social sensitivity, and responses to those outside of his immediate family, friends, and acquaintances.	Uses simulations and/or role playing episodes to help pupils understand how people outside of his/her own immediate groups feel about certain situations. Uses a defriefing session following such an experience.	Locates or develops simulat episodes to help pupils un outside of own immediate gr certain situations. Can ex of debriefing after such a Can explain possible advant tages of using simulation g specific games of differing Can explain the theory behi simulation game.
	Uses a discussion strategy designed to help pupils identify the feelings of others.	Identifies and explains the some discussion strategy de identify feelings.
	Uses other types of instructional materials, such as novels, biographies, autobiographies, short stories and films which are likely to lead pupils to identify with people of other cultural and socio-economic groups.	Locates materials of instr biographies, short stories to lead readers or viewers characters. Locates materi pupils in class, given the and abilities.
	Uses resource people from the community to help pupils view certain problems and situations through their eyes.	Identifies resource people might present very differe some problem or situation held by class members.

some discussion strategy designed elp pupils identify the feelings thers and how students would have in the situation as well as how is felt as they read about, viewed, atched situations involving other le.	Identifies and explains the steps to follow in some discussion strategy designed to help pupils identify other people's feelings in a situation and to consider how they would have felt in a similar situation or how they felt as they identified with someone.
simulations and/or role playing odes to help pupils understand how le outside of his/her own immedi- groups feel about certain situa- s. Uses a defriefing session fol- ng such an experience.	Locates or develops simulations and role playing episodes to help pupils understand how people outside of own immediate groups feel about certain situations. Can explain the importance of debriefing after such a learning experience. Can explain possible advantages and disadvantages of using simulation games in general and specific games of differing levels of difficulty. Can explain the theory behind developing a simulation game.
a discussion strategy designed elp pupils identify the feelings thers.	Identifies and explains the steps to follow in some discussion strategy designed to help pupils identify feelings.
other types of instructional rials, such as novels, biograph- autobiographies, short stories films which are likely to lead ls to identify with people of r cultural and socio-economic ps.	Locates materials of instruction such as novels, biographies, short stories, and films which tend to lead readers or viewers to identify with characters. Locates materials appropriate for pupils in class, given their range of interests and abilities.
resource people from the commu- to help pupils view certain lems and situations through their .	Identifies resource people in the community who might present very different points of view on some problem or situation than those viewpoints held by class members.

h. Senses interpersonal conflict and attempts to resolve it, as indicated by the following behaviors:	Models the desired behavior. Senses interpersonal conflict among students and between himself/herself and students. Uses it as an opportunity to learn problem-solving techniques for resolving conflict.	Can explain the impor to effect behavioral In small group situat conflicts and to demo means of resolving th Identifies the steps model for resolving i
	Uses learning experiences which take into account the "culture" of the class, the interaction patterns among students, and the general socio-economic and ethnic groupings within the class.	Explains ways of iden class (that is the no behaving among class Explains ways of iden and cliques among cla Explains ways of usin general groupings fro and ethnic background
1) Verbally identifies type and cause of conflict in class and school situations. 2) Verbally identifies type and cause of conflict in situations which he views or finds in readings.	Uses learning experiences to help pupils identify different types of conflict which arise among people. Uses experiences which help them learn that differences arise at times from a differing ordering of values, not because people do not accept the same goals or that differences occur because of differences over factual questions about ways of achieving similar goals or that differences arise because of misunderstandings, etc. a. Uses class and school situations to help pupils analyze types of interpersonal conflict and reasons for them. b. Uses simulation and role-playing episodes to help pupils identify different types of interpersonal conflicts and possible reasons for them.	Identifies different conflict situation ar different types of co people. Locates and develops learning experiences different types of in the effects of such c upon individuals. (L games, role-playing e materials which might

odels the desired behavior. Senses nterpersonal conflict among students nd between himself/herself and stu- ents. Uses it as an opportunity to earn problem-solving techniques for esolving conflict.

Can explain the importance of modeling behavior to effect behavioral change.

In small group situations, is able to identify conflicts and to demonstrate the ability to use means of resolving them.

Identifies the steps in some problem-solving model for resolving interpersonal conflict.

Uses learning experiences which take into account the "culture" of the class, the interaction patterns among students, and the general socio-economic and ethnic groupings within the class.

Explains ways of identifying the "culture" of a class (that is the norms and values and ways of behaving among class members).

Explains ways of identifying interaction patterns and cliques among class members.

Explains ways of using pupil's files to identify general groupings from different socio-economic and ethnic backgrounds.

Uses learning experiences to help pupils identify different types of conflict which arise among people. Uses experiences which help them learn that differences arise at times from a differing ordering of values, not because people do not accept the same goals or that differences occur because of differences over factual questions about ways of achieving similar goals or that differences arise because of misunderstandings, etc.

a. Uses class and school situations to help pupils analyze types of interpersonal conflict and reasons for them.
b. Uses simulation and role-playing episodes to help pupils identify different types of interpersonal conflicts and possible reasons for them.

Identifies different levels of conflict when a conflict situation arises; can explain the different types of conflict which arise among people.

Locates and develops instructional materials and learning experiences which help pupils identify different types of interpersonal conflict and the effects of such conflict upon society and upon individuals. (Locates or develops simulation games, role-playing episodes, films, and reading materials which might be used for such purposes.)

	c. Uses novels, plays, short stories, and films to help pupils identify different types of interpersonal conflicts and possible reasons for them. d. Uses a discussion strategy designed to help pupils identify feelings.	Identifies and explains some discussion strate identify feelings.
3) Suggests constructive ways examining and resolving interpersonal conflict. Avoids using destructive ways of handling conflict and thus aggravating it.	Uses simulation games, role playing episodes, and other types of instructional materials to help pupils identify destructive and constructive ways of handling conflict situations.	Locates and develops i which can be used to h ent ways of handling c
	Provides opportunities for pupils to discuss ways of handling interpersonal conflict in class and school situations. Helps them carry out decisions for resolving such conflicts.	Can explain ways in wh in improved relations explain the disadvanta conflicts or of handli
4. Treats others in a human fashion; does not downgrade them or do things to hurt them.	Models the desired behavior in the classroom, in other school situations, and in the community.	Can explain the use of behavioral changes.
a. Avoids the use of demeaning words or actions.	At times tapes a classroom discussion and asks pupils to identify comments or words which might make others feel badly.	Can identify actions taped, or written tra in other written acco certain people feel b
		Plans lessons using a which is designed to feelings. Identifies a strategy.
	Uses instructional materials and a discussion strategy designed to help pupils identify the feelings of others and how they would feel under similar circumstances.	Locates or develops m as certain types of r simulation games, or can be used to help p of certain actions an feelings. Identifies
		of the specific stud

c. Uses novels, plays, short stories, and films to help pupils identify different types of interpersonal conflicts and possible reasons for them.	
d. Uses a discussion strategy designed to help pupils identify feelings.	Identifies and explains the steps to follow in some discussion strategy designed to help pupils identify feelings.
Uses simulation games, role playing episodes, and other types of instructional materials to help pupils identify destructive and constructive ways of handling conflict situations.	Locates and develops instructional materials which can be used to help pupils identify different ways of handling conflict.
Provides opportunities for pupils to discuss ways of handling interpersonal conflict in class and school situations. Helps them carry out decisions for resolving such conflicts.	Can explain ways in which conflict can result in improved relations among people but can also explain the disadvantages of not resolving conflicts or of handling them in destructive ways.
Models the desired behavior in the classroom, in other school situations, and in the community.	Can explain the use of modeling behavior to effect behavioral changes.
At times tapes a classroom discussion and asks pupils to identify comments or words which might make others feel badly.	Can identify actions and words (in a filmed, taped, or written transcript of a discussion or in other written accounts) which would make certain people feel badly.
	Plans lessons using a discussion strategy which is designed to help pupils identify feelings. Identifies steps to follow in such a strategy.
Uses instructional materials and a discussion strategy designed to help pupils identify the feelings of others and how they would feel under similar circumstances.	Locates or develops materials of instruction such as certain types of reading materials, films, simulation games, or role playing episodes which can be used to help pupils identify the effects of certain actions and words upon other people's feelings. Identifies materials to use in terms of the specific students in class.

b. Provides emotional and intellectual support for others.	Models this behavior in the classroom while working with pupils.	Can explain the use o effect behavioral cha
	Reinforce this behavior when exhibited by pupils.	Can explain the use o affecting behavior; i forcing pupil behavio
c. Helps others achieve success.	Uses many activities which require cooperation among pupils rather than competition among them.	Identifies types of a cooperative effort fo
	Uses evaluation devices to help pupils learn. Provides them with opportunities to retake tests (or other forms of them) or other activities used in evaluation so that they can all succeed. Does not base evaluation upon a curve.	Can explain ways of u help pupils learn. Differentiates betwee on a competitive curv evaluation as a devic for mastery."
5. Accepts and values cultural diversity as natural and enriching--as a means of providing many avenues to human happiness for people, all of whom are unique.	Creates a warm and open climate in the classroom. a. Accepts the students' value positions without reacting negatively or punatively. b. Encourages diversity in ideas and in ways of approaching tasks.	Identifies factors wh open classroom climat with such a climate.
a. Demonstrates a willingness to become more informed about other cultures through indirect and direct experience.	Uses interesting content, instructional materials, and learning experiences about other cultures; provides materials to meet individual needs of pupils in class.	Locates or develops and learning experie in class and suited
	Uses resource people in community to help pupils learn about other cultures.	Identifies resource tell pupils about ot interesting speakers organizations of dif them to locate resou

els this behavior in the classroom le working with pupils.	Can explain the use of modeling behavior to effect behavioral changes.
nforce this behavior when exhibited pupils.	Can explain the use of reinforcement in affecting behavior; identifies ways of reinforcing pupil behavior.
es many activities which require operation among pupils rather than mpetition among them.	Identifies types of activities which call for cooperative effort for success.
es evaluation devices to help pupils arn. Provides them with opportunities retake tests (or other forms of em) or other activities used in evaltion so that they can all succeed. es not base evaluation upon a curve.	Can explain ways of using evaluation devices to help pupils learn. Differentiates between the effects of grading on a competitive curve and the effects of using evaluation as a device to help all pupils "learn for mastery."
eates a warm and open climate in the lassroom. . Accepts the students' value positions without reacting negatively or punatively. . Encourages diversity in ideas and in ways of approaching tasks.	Identifies factors which help create a warm and open classroom climate and those which interfere with such a climate.
ses interesting content, instructional aterials, and learning experiences bout other cultures; provides materials o meet individual needs of pupils in lass.	Locates or develops instructional materials and and learning experiences of interest to pupils in class and suited to their abilities.
Uses resource people in community to help pupils learn about other cultures.	Identifies resource people in community who can tell pupils about other cultures and who are interesting speakers. Identifies some of major organizations of different cultural groups; uses them to locate resource people and materials.

	At times focuses discussion on ways in which other cultures and sub-cultures affect pupils' lives.	Can identify and explai trate the interdependen cultures.
	Provides opportunities for pupils to become acquainted with people of other cultures in community and school projects.	Identifies school and c might provide for conta and sub-cultures -- con will be working or doin mutual benefit for all.
b. Demonstrates a willingness to talk and work with people considerably different from oneself.	Provides opportunities for group work in which pupils are not always working with friends. Uses sociometric devices for setting up groups at times.	Can explain the purpose can analyze the results up groups which will he others and which will h with others.
		Identifies and explains pupils so that they wil special friends.
	Uses learning experiences which provide pupils with opportunities to meet and work with peoples of other cultures.	Can explain research fi tural contact under dif Plans for activities wh which seem to promote i other cultures as a res
	a. Provides activities for cooperative projects with pupils of other cultures from same school or from other schools.	
	b. Uses people from other cultures as resource people; does so when studying many topics, not just minority groups.	Identifies possible pe might serve as resource to be interviewed by o capacity.
c. Respects diversity of opinions, attitudes, appearances, and life styles, as indicated by the following behavior.	Models the desired behavior in the classroom, in other school situations, and in the community.	Can explain the use of means of effecting beha
	Reinforces student acceptance of diversity and of the "different" child.	Can explain the use of of changing behavior; forcing behavior.

t times focuses discussion on ways in hich other cultures and sub-cultures ffect pupils' lives.	Can identify and explain examples which illustrate the interdependence of cultures and sub-cultures.
rovides opportunities for pupils to ecome acquainted with people of other ultures in community and school projects.	Identifies school and community projects which might provide for contact with other cultures and sub-cultures -- contacts in which students will be working or doing things with them of mutual benefit for all.
Provides opportunities for group work in which pupils are not always working with friends. Uses sociometric devices for setting up groups at times.	Can explain the purposes of sociometric devices, can analyze the results of their use, and can set up groups which will help pupils work well with others and which will help them feel comfortable with others.
	Identifies and explains other ways of grouping pupils so that they will not be working with special friends.
Uses learning experiences which provide pupils with opportunities to meet and work with peoples of other cultures.	Can explain research findings on effects of cultural contact under different circumstances. Plans for activities which will include elements which seem to promote improved attitudes toward other cultures as a result of contact.
a. Provides activities for cooperative projects with pupils of other cultures from same school or from other schools.	
b. Uses people from other cultures as resource people; does so when studying many topics, not just minority groups.	Identifies possible people of other cultures who might serve as resource speakers or be willing to be interviewed by or work with pupils in some capacity.
Models the desired behavior in the classroom, in other school situations, and in the community.	Can explain the use of modeling behavior as a means of effecting behavioral change.
Reinforces student acceptance of diversity and of the "different" child.	Can explain the use of reinforcement as a means of changing behavior; identifies ways of reinforcing behavior.

	Uses sociometric devices to identify interaction patterns, leaders, and pupils who are not well accepted by other students. Groups students for committee or other group work in a way which gives the unaccepted pupil a good chance for success. Places him in a group in which there are no pupils who actively reject him and in which there are pupils who he likes.	Can explain ways of us to diagnose interactio leaders and pupils who other students. Also can be used to group s give the unaccepted pu ties for gaining succe other group members.
1) Does not speak disparagingly about pupils or people who hold diverse opinions and attitudes or who appear different or who have different life style. 2) Cooperates in class with pupils representing diversity.	Provides opportunities for pupils of different opinions, attitudes, appearance and life style to make positive contributions to class activities.	Locates and prepares l experiences suitable t class. Plans lessons and unit of pupils who have use well as to incorporate ferent pupils in ways gation of a unit topic problem facing pupils.
3) Orally or in writing, expresses idea that there are values to be derived from diversity.	Uses resource people from the community who illustrate diversity of viewpoints, attitudes, appearance, and life styles, as pupils investigate topics in which they are interested.	Identifies resource pe diversity and who can understanding of a uni views about this topic
	Provides learning experiences which help pupils identify with peoples of other cultures or living styles and to find out how such ways help make these people happy. Uses instructional materials which tend to lead people to identify with others.	Locates learning mater stories, biographies, pupils identify with p living styles and whic such people felt about

es sociometric devices to identify teraction patterns, leaders, and pils who are not well accepted by her students. Groups students for mmittee or other group work in a y which gives the unaccepted pupil good chance for success. Places m in a group in which there are no pils who actively reject him and in ich there are pupils who he likes.	Can explain ways of using sociometric devices to diagnose interaction patterns, and to identify leaders and pupils who are not well accepted by other students. Also explains principles which can be used to group students in ways which give the unaccepted pupil the greatest opportunities for gaining success in his relations with other group members.
rovides opportunities for pupils of fferent opinions, attitudes, appearce and life style to make positive ntributions to class activities.	Locates and prepares learning materials and experiences suitable to different pupils in the class. Plans lessons and units to incorporate the work of pupils who have used different materials, as well as to incorporate the experiences of different pupils in ways which add to the investigation of a unit topic or the solution of some problem facing pupils.
ses resource people from the community ho illustrate diversity of viewpoints, ttitudes, appearance, and life styles, s pupils investigate topics in which hey are interested.	Identifies resource people who exhibit such diversity and who can contribute to pupils' understanding of a unit topic and of peoples' views about this topic.
rovides learning experiences which help upils identify with peoples of other ultures or living styles and to find ut how such ways help make these people appy. Uses instructional materials which end to lead people to identify with others.	Locates learning materials such as novels, short stories, biographies, and films which help pupils identify with people of other cultures and living styles and which help pupils find out how such people felt about their ways of living.

Provides experiences to enable pupils to compare opportunities for people to live in different styles during different periods of American history or in different eras in other countries; discusses ways in which people may have been limited or inhibited by greater emphasis upon conformity in other ages and/or countries.	Identifies materials of instruction which can be used to help pupils compare amount of conformity required of peoples in different ages and places and the effects of such conformity upon people's lives. Develops lesson plans which provide for pupil analysis of the amount of freedom in different eras and places to live in varied ways and so to satisfy varied interests and abilities.
Uses learning experiences which provide opportunities for pupils to discuss differences among people whom they have known and to identify with people of different interests and abilities.	Locates or develops materials and learning experiences which can be used to provide pupils opportunities to identify with people of a great diversity of interests and abilities.
Provides opportunities for pupils to discuss differences among interests of pupils in class and so differences in types of careers, living styles, etc. which would satisfy their interests. Creates a warm and open climate which facilitates such a discussion.	Identifies factors which help create a warm and open climate and so facilitate a discussion of pupils' interests and feelings.
Uses a discussion strategy which helps pupils identify feelings.	Can identify and explain the steps in a discussion strategy for helping pupils identify feelings of other people and their own feelings.
Uses instructional materials which emphasize diversity in world and how others view their ways of doing things as natural and right. Gives pupils opportunity to see how life styles differ and seem appropriate for others, and that all human beings, despite these differences, have many things in common. Emphasizes the psychic unity of mankind as well as the diversity.	Locates or develops instructional materials which emphasize diversity and the psychic unity of mankind. Plans lessons and units to help pupils understand how others view different ways of doing things and some of our ways of doing things and how, despite diversity, all people have many things in common.

	Uses examples to illustrate the contributions of innovative and even scorned ideas to American culture and/or to mankind . Also uses examples to illustrate cultural diffusion among peoples of the world and the way in which this diffusion has added to the richness of American culture.	Locates or develo provide examples scorned, have sin helped mankind. Locates and devel cultural diffusio
4) In discussion and written work, demonstrates that he/she has read, listened to, or viewed materials presenting varied viewpoints about the topic under investigation.	Uses instructional materials and learning experiences to demonstrate the importance of seeking varied viewpoints before arriving at conclusions.	Locates and devel experiences to de of seeking varied Plans lessons whi at first and then their generalizat limited data and viewpoints.
5) In class discussions, asks for views of those who usually hold divergent viewpoints and attitudes.	Models this behavior in classroom.	Can explain the i to effect behavio
	Draws upon pupils' diverse experiences and viewpoints to add to information needed to analyze a topic or problem.	Develops plans to ences and viewpoi topic in such a w the usefulness of
	Reinforces pupils who exhibit this behavior.	Can explain the u of effecting beha of reinforcing be
d. Believes that people of different interests, abilities, and ethnic, racial, and socio-economic backgrounds can contribute to American society and to mankind.	Provides opportunities for pupils of different abilities, interests, and backgrounds to make positive contributions to class activities.	Identifies indivi and develops plan use of instructio possible for all activities.
	Demonstrates through small group brainstorming, problem-solving activities that groups of differing abilities, interests, and backgrounds can provide better solutions than do homogenous groups.	Locates or develo learning experien tages of heteroge about problems.

s examples to illustrate the contri- ions of innovative and even scorned as to American culture and/or to man- d . Also uses examples to illustrate tural diffusion among peoples of the ld and the way in which this diffusion added to the richness of American ture.	Locates or develops instructional materials to provide examples of ways in which ideas, once scorned, have since been accepted and have helped mankind. Locates and develops materials to illustrate cultural diffusion.
es instructional materials and learning periences to demonstrate the importance seeking varied viewpoints before riving at conclusions.	Locates and develops materials and learning experiences to demonstrate the importance of seeking varied viewpoints. Plans lessons which lead pupils to overgeneralize at first and then discover the limitations of their generalizations as the result of their limited data and understanding of different viewpoints.
dels this behavior in classroom.	Can explain the importance of modeling behavior to effect behavior change.
aws upon pupils' diverse experiences d viewpoints to add to information eeded to analyze a topic or problem.	Develops plans to draw upon pupils' diverse experiences and viewpoints in class discussion of a topic in such a way that pupils will recognize the usefulness of diverse backgrounds and viewpoints.
einforces pupils who exhibit this ehavior.	Can explain the use of reinforcement as a means of effecting behavioral change; identifies ways of reinforcing behavior.
rovides opportunities for pupils of ifferent abilities, interests, and ackgrounds to make positive contribu- ions to class activities.	Identifies individual differences among pupils and develops plans for learning experiences and use of instructional materials which make it possible for all pupils to contribute to class activities.
emonstrates through small group brain- torming, problem-solving activities hat groups of differing abilities, nterests, and backgrounds can provide etter solutions than do homogenous groups.	Locates or develops instructional materials and learning experiences which demonstrate the advantages of heterogeneous groups in brainstorming about problems.

1) Avoids disparaging remarks about such people.
2) Suggests group work to solve many problems; suggests including people of different backgrounds in such groups. Indicates belief in value of such heterogeneous groups.
3) Works with people of diverse abilities, backgrounds, and interests in extra-curricular projects and in community agencies.

Provides learning experiences in which pupils of diverse abilities, interests, and backgrounds work with each other in extra-curricular programs and/or in community agencies.

Identifies types of learning
which pupils of diverse types
in extra-curricular activitie

Identifies community agencies
which will appeal to pupils a
might work.

4) Mentions contributions of other, diverse groups to American society and to mankind.

Uses materials of instruction, content, and learning experiences which provide examples of contributions from many different cultural groups to American culture and to mankind.

Identifies examples from hist
other social sciences which i
tributions of different natio
groups, religious groups, and
groups to American culture a

a. Provides opportunities for pupils to enjoy some of the activities, music, literature, art, games, etc. of peoples of different cultures.
b. Uses learning experiences which help pupils discover for themselves the difficulty of making certain material objects produced by peoples of an earlier age.

Locates or develops learning
be used to expose students t

Provides lesson plans and un
provide for learning experie
help pupils identify cultura
other cultural groups.

Provides learning experiences in which pupils of diverse abilities, interests, and backgrounds work with each other in extra-curricular programs and/or in community agencies.

Identifies types of learning experiences in which pupils of diverse types can work together in extra-curricular activities.

Identifies community agencies with programs which will appeal to pupils and for which pupils might work.

Uses materials of instruction, content, and learning experiences which provide examples of contributions from many different cultural groups to American culture and to mankind.

Identifies examples from history and from the other social sciences which illustrate the contributions of different nationalities, racial groups, religious groups, and socio-economic groups to American culture and to mankind.

Locates or develops learning materials which can be used to expose students to these examples.

a. Provides opportunities for pupils to enjoy some of the activities, music, literature, art, games, etc. of peoples of different cultures.
b. Uses learning experiences which help pupils discover for themselves the difficulty of making certain material objects produced by peoples of an earlier age.

Provides lesson plans and unit plans which provide for learning experiences which will help pupils identify cultural contributions of other cultural groups.

5) Suggest looking at how other people have attempted to solve a problem.	Provides learning experiences in which pupils study persisting problems and look at how people of varied backgrounds have tried to solve them.	Identifies examples social sciences to seem to be found in eras. Locates or develops learning experience persisting problems other times and pla
6) Comments in writing or orally on the interdependence of people and ways in which people are dependent on and so helped by others.	Uses materials of instruction and learning experiences which provide data for generalizing about interdependence of people within communities, a state, the nation, and the world.	Locates and develop which focus upon th Develops lessons an the development of about interdependen
6. Respect the rights of others as indicated by the following behaviors:	Models the desired behavior.	Can explain the use effecting behaviora
	Reinforces behavior which demonstrates respect for rights of others.	Can explain the use behavioral change; behavior.
	Provides opportunity for class discussion of individual rights, the needs to set limits for acceptable classroom behavior. Uses various means to enforce such agreed-upon behavior.	Can explain the imp norms and peer pres changes on the part
a. Shares school, classroom, and library property with others.	Has pupils discuss effects upon others if a few pupils fail to share things with others. Helps them understand the possible retaliatory behavior from others.	Identifies and can discussion strateg identify feelings.

ovides learning experiences in which oils study persisting problems and look how people of varied backgrounds have ed to solve them.	Identifies examples from history and the other social sciences to illustrate problems which seem to be found in all societies and in many eras. Locates or develops instructional material and learning experiences to help pupils examine these persisting problems and ways in which peoples of other times and places have handled them.
es materials of instruction and learning periences which provide data for generalizing about interdependence of people thin communities, a state, the nation, d the world.	Locates and develops materials of instruction which focus upon the interdependence of people. Develops lessons and unit plans which provide for the development of concepts and generalizations about interdependence.
odels the desired behavior.	Can explain the use of modeling behavior for effecting behavioral change.
einforces behavior which demonstrates espect for rights of others.	Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.
rovides opportunity for class discussion f individual rights, the needs to set imits for acceptable classroom behavior. ses various means to enforce such agreed-pon behavior.	Can explain the importance of developing group norms and peer pressures to achieve behavioral changes on the part of some pupils.
las pupils discuss effects upon others if few pupils fail to share things with others. Helps them understand the possible retaliatory behavior from others.	Identifies and can explain the steps to use in a discussion strategy designed to help pupils identify feelings.

b. Does not seize, abuse, or destroy property belonging to other individuals, groups, or the public.	Takes class time to discuss effects upon individuals and people as a group if others seize or damage property.	Identifies and ca a discussion stra identify feelings
c. Does not physically or verbally abuse others.	Provides opportunities for pupils to role play situations in which individuals or groups verbally abuse others. Discusses the feelings whch are evoked.	Locates or develo particular purpos of debriefing fo
	Uses films, pictures, short stories, novels which contain descriptions of abuse of people. Asks pupils to discuss the abuse in terms of the effects on the victim as well as on the perpetrator. Uses a discussion strategy designed to help pupils identify feelings of others and how they would have felt under similar circumstances.	Locates films, pi which contain the late discussion o physical abuse. to age and abilit Identifies and ca in a discussion s feelings.
d. Does not try to dominate others. 1) Permits other students opportunities to express themselves or to hear other students and the teacher.	Uses a film or a tape of a discussion in which a group gets bogged down because a few people dominate the discussion. Afterwards uses a discussion strategy designed to identify factors which hinder the discussion and which identify the probable feelings of other participants toward those who dominate it or prevent them from hearing.	Locates or works a film or videota needed for the l
	Tapes and replays classroom discussions and helps pupils identify problems which hamper the discussion.	Uses video-tape class discussions
2) Does some things which others want to do; does not insist upon doing only what he/she wants to do.	Uses short stories, novels, films, or role playing episodes to help pupils identify the feelings of those who are dominated and those who try to dominate decisions. Uses a discussion strategy designed to identify feelings followed by one designed to predict outcomes on the basis of generalizations about how people act.	Locates short st playing episodes Can explain the discussion strat feelings and one basis of past ge

Takes class time to discuss effects upon individuals and people as a group if others seize or damage property.	Identifies and can explain the steps to use in a discussion strategy designed to help pupils identify feelings.
Provides opportunities for pupils to role play situations in which individuals or groups verbally abuse others. Discusses the feelings whch are evoked.	Locates or develops role playing episodes for particular purpose. Can explain the importance of debriefing following such an episode.
Uses films, pictures, short stories, novels which contain descriptions of abuse of people. Asks pupils to discuss the abuse in terms of the effects on the victim as well as on the perpetrator. Uses a discussion strategy designed to help pupils identify feelings of others and how they would have felt under similar circumstances.	Locates films, pictures, short stories, and novels which contain the descriptions needed to stimulate discussion of the effects of verbal and physical abuse. Identifies materials suitable to age and ability level. Identifies and can explain the steps to follow in a discussion strategy designed to identify feelings.
Uses a film or a tape of a discussion in which a group gets bogged down because a few people dominate the discussion. Afterwards uses a discussion strategy designed to identify factors which hinder the discussion and which identify the probable feelings of other participants toward those who dominate it or prevent them from hearing.	Locates or works with other teachers to develop a film or videotape to simulate the conditions needed for the learning experience.
Tapes and replays classroom discussions and helps pupils identify problems which hamper the discussion.	Uses video-tape equipment to record or play back class discussions.
Uses short stories, novels, films, or role playing episodes to help pupils identify the feelings of those who are dominated and those who try to dominate decisions. Uses a discussion strategy designed to identify feelings followed by one designed to predict outcomes on the basis of generalizations about how people act.	Locates short stories, novels, films, or role playing episodes appropriate for the purpose. Can explain the steps to follow in two different discussion strategies, one designed to identify feelings and one designed to predict on the basis of past generalizations.

e. Acts to protect the rights of minorities and individuals; helps those being mistreated or discriminated against by others.	Uses role playing episodes or simulations which place some of the pupils in positions in which they face discrimination. Afterwards, uses a discussion strategy designed to explore pupils' feeling when discriminated against even though only in a game or role playing episode.	Locates or develops r simulation games in w will face discriminat importance of a debri game or episode. Identifies and can ex in using a discussion explore feelings.
	Uses instructional materials such as novels, biographies, short stories, and films or learning experiences such as interviews, listening to outside speakers, or involvement with community agenices or exchange groups to help pupils identify with people of minority groups or others facing discrimination so that they will view such people as much like themselves in many ways. Uses a discussion strategy to help pupils explore how they think these people felt in such circumstances, how pupils would have felt in such circumstances, how they felt just reading about or observing the events, and what the effects of such discrimination are for all concerned.	Locates or develops m which help pupils ide discrimination. Identifies types of in exploring feelings generalize from data follow in each. Can identify and exp prejudice, discrimin nation, and causes o
	Helps pupils analyze their own feelings about discrimination of various types which they have faced. Creates a warm and open climate in which pupils feel free to do so.	Identifies factors w open climate in whic expressing their fee which have happened
	Provides opportunities for pupils to analyze incidents of discrimination which they think have taken place in the school. Asks them to analyze the problem and then consider possible alternatives. Explores	Keeps informed about in the school. Identifies the steps for problem analysis

es role playing episodes or simulations ich place some of the pupils in positions which they face discrimination. After- rds, uses a discussion strategy designed explore pupils' feeling when discrimi- ted against even though only in a game or le playing episode.	Locates or develops role playing episodes or simulation games in which some of the pupils will face discrimination. Can explain the importance of a debriefing session following the game or episode. Identifies and can explain the steps to follow in using a discussion strategy designed to explore feelings.
ses instructional materials such as ovels, biographies, short stories, and ilms or learning experiences such as nterviews, listening to outside speakers, r involvement with community agenices or xchange groups to help pupils identify ith people of minority groups or others acing discrimination so that they will iew such people as much like themselves n many ways. Uses a discussion strategy o help pupils explore how they think hese people felt in such circumstances, ow pupils would have felt in such circum- stances, how they felt just reading about or observing the events, and what the effects of such discrimination are for all concerned.	Locates or develops materials of instruction which help pupils identify with those who face discrimination. Identifies types of discussion strategies to use in exploring feelings and in helping pupils generalize from data. Identifies the steps to follow in each. Can identify and explain generalizations about prejudice, discrimination, effects of discrimi- nation, and causes of prejudice.
lelps pupils analyze their own feelings about discrimination of various types which they have faced. Creates a warm and open climate in which pupils feel free to do so.	Identifies factors which help create a warm and open climate in which pupils feel uneasy about expressing their feelings or describing incidents which have happened to them.
Provides opportunities for pupils to analyze incidents of discrimination which they think have taken place in the school. Asks them to analyze the problem and then consider possible alternatives. Explores	Keeps informed about events in the community and in the school. Identifies the steps to follow in some model for problem analysis when action is involved.

	with pupils action activities in which they might engage. Provides similar opportunities for community situations.	Identifies types of acti pupils might engage with community.
	Models the desired behaviors.	Can explain the use of m effect behavioral change
f. Supports equality of opportunity for all.	Asks pupils to analyze the effects of a lack of equality of opportunity upon human beings and upon those who discriminate. Asks pupils to generalize about effects as well as to explore feelings.	Locates or develops mate which can be used to hel impact of discrimination those denied equal oppor of discussion strategies pupils to generalize and
	Uses school or community situations as a basis for discussion of equality of opportunity for all and the values with which this value sometimes conflicts.	Follows events in the co cases in which equality
	Uses a model of value clarification and a strategy for helping pupils examine their own values, possible consequences of acting upon them, and the feelings of those who are affected by the consequences.	Can explain and identify one or more models of va identify steps to follow designed to help pupils
7. Evaluates proposals, events, actions, and institutions on the basis of their effects upon individuals as human beings.	Uses content and exposes pupils to effects of events, actions, and words upon individual human beings. Examines events, actions, and institutions in terms of their impact upon individuals, not just in abstract terms. Asks pupils to examine either historical events and institutions or current events and institutions in these terms.	Identifies content, lear instructional materials illustrate the impact of upon individuals as huma
a. Evaluates public policy issues on the basis of their effects	Uses a model of value clarification which asks pupils to predict the consequences of acting upon certain value positions or	Can explain and identif one or more models of v

pils action activities in which ght engage. Provides similar opportunities for community situations.	Identifies types of action activities in which pupils might engage within the school and the community.
the desired behaviors.	Can explain the use of modeling behavior to effect behavioral changes.
upils to analyze the effects of a f equality of opportunity upon human and upon those who discriminate. upils to generalize about effects as s to explore feelings.	Locates or develops materials of instruction which can be used to help pupils understand the impact of discrimination and to identify with those denied equal opportunity. Identifies types of discussion strategies suitable for inducing pupils to generalize and to explore feelings.
chool or community situations as a for discussion of equality of opportunity for all and the values with which alue sometimes conflicts.	Follows events in the community; identifies cases in which equality of opportunity is denied.
a model of value clarification and a gy for helping pupils examine their lues, possible consequences of acton them, and the feelings of those re affected by the consequences.	Can explain and identify the steps to follow in one or more models of value clarification. Can identify steps to follow in a discussion strategy designed to help pupils identify feelings.
content and exposes pupils to effects nts, actions, and words upon indil human beings. Examines events, ns, and institutions in terms of impact upon individuals, not just in act terms. Asks pupils to examine r historical events and institutions rrent events and institutions in these s.	Identifies content, learning experiences, and instructional materials which can be used to illustrate the impact of events and institutions upon individuals as human beings.
a model of value clarification which pupils to predict the consequences cting upon certain value positions or	Can explain and identify the steps to follow in one or more models of value clarification.

upon individuals as human beings.	taking certain courses of action; asks pupils to include an examination of the consequences for human beings.	
b. Values efficiency but not at the expense of human welfare.	Uses content and learning experiences which help pupils analyze the efficiency of those working against human dignity (as in the case of the Nazi) as well as of those who attempt to develop greater efficiency in programs aimed at increasing human welfare. Asks pupils to analyze and clarify their own values as related to such situations.	Identifies examples present-day to illus some people and the carried out their pl instructional materi to pupils. Can explain and iden in one or more model
General Goal Supports process values needed in a democracy.	Models the behavior desired of pupils.	Can explain the use effect attitudinal c
1. Cooperates with others toward common goals, although rejecting unthinking conformity.	Provides many opportunities for group work in which pupils have a chance to work together to promote their common ends.	Identifies some of t in a class in order of group work which and a desire to work
a. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate the group.	a. At times uses topics which require a division of responsibilities for investigating data; helps pupils understand how all will suffer if some do not assume responsibilities. Brings peer pressures to bear upon pupils to assume their share of the work.	Identifies different and the role of the model. Selects appr Works out a schedule of small groups of s together. Identifies materials used by different gr Develops a plan for rials.

taking certain courses of action; asks pupils to include an examination of the consequences for human beings.	
Uses content and learning experiences which help pupils analyze the efficiency of those working against human dignity (as in the case of the Nazi) as well as of those who attempt to develop greater efficiency in programs aimed at increasing human welfare. Asks pupils to analyze and clarify their own values as related to such situations.	Identifies examples from history and/or the present-day to illustrate the ruthlessness of some people and the efficiency with which they carried out their plans. Locates or develops instructional materials to present these cases to pupils. Can explain and identify the steps to follow in one or more models of value clarification.
Models the behavior desired of pupils.	Can explain the use of modeling behavior to effect attitudinal change.
Provides many opportunities for group work in which pupils have a chance to work together to promote their common ends.	Identifies some of the common interests of pupils in a class in order to be able to suggest types of group work which will arouse their interest and a desire to work together.
a. At times uses topics which require a division of responsibilities for investigating data; helps pupils understand how all will suffer if some do not assume responsibilities. Brings peer pressures to bear upon pupils to assume their share of the work.	Identifies different types of small group models and the role of the teacher and pupils in each model. Selects appropriate model for purpose. Works out a schedule which facilitates the work of small groups of students who want to work together. Identifies materials and resources which can be used by different groups in investigating topics. Develops a plan for keeping track of such materials.

	b. Uses instructional materials and learning experiences to demonstrate the way in which a group of individuals can stimulate each other's ideas and produce more useful ideas than can any one person.	Locates or develops ins learning experiences wi of group work in produc Identifies rules to fo storming session or wh by concensus and logic
	c. Uses classroom materials and learning experiences designed to illustrate other advantages of cooperative efforts. At times provides situations in which pupils cannot make progress toward their own goals without working with others.	Locates or develops in learning experiences w advantages of cooperat situations in which go without cooperation.
b. Abides by the rules of a social organization unless he can get the majority to change them.	Uses learning experiences and materials which help pupils focus upon the importance of some rules or norms of behavior if a group is to cooperate effectively. Asks pupils to draw conclusions about the role of rules in group operations and to consider the consequences of a lack of rules or failure to abide by them.	Locates or develops le upon the importance of action if a group is t Identifies current and (a) the consequences w by rules, or (b) ways area set up rules when for them.
	Reinforces the behavior of those who abide by the rules in the classroom or in other school activities. However, permits pupils to suggest changes in rules and to argue for these changes. Gives pupils a role to play in setting up class rules.	Can explain the use of behavioral changes and reinforcing behavior.
c. Acts and talks in such a way as to promote effective common action. 1) Searches for points of agreement. 2) Is considerate of other people's	Helps pupils identify factors promoting and those hindering successful group work or discussions. Helps them evaluate their own actions in terms of these standards.	Identifies and can exp which promote and fact group work or discussi
	a. Uses video tape or cassette recording of group work and discussions to help pupils analyze their own behavior--	While viewing a video recording of group wor fies actions by pupils

b. Uses instructional materials and learning experiences to demonstrate the way in which a group of individuals can stimulate each other's ideas and produce more useful ideas than can any one person.	Locates or develops instructional materials and learning experiences which demonstrate the value of group work in producing ideas. Identifies rules to follow when using a brainstorming session or when trying to reach decisions by concensus and logical though rather than a vote.
c. Uses classroom materials and learning experiences designed to illustrate other advantages of cooperative efforts. At times provides situations in which pupils cannot make progress toward their own goals without working with others.	Locates or develops instructional materials and learning experiences which illustrate the other advantages of cooperative efforts, including situations in which goals cannot be reached without cooperation.
Uses learning experiences and materials which help pupils focus upon the importance of some rules or norms of behavior if a group is to cooperate effectively. Asks pupils to draw conclusions about the role of rules in group operations and to consider the consequences of a lack of rules or failure to abide by them.	Locates or develops learning materials which focus upon the importance of some rules or norms for action if a group is to operate effectively. Identifies current and historical examples of: (a) the consequences when people did not abide by rules, or (b) ways in which people in a new area set up rules when they discovered the need for them.
Reinforces the behavior of those who abide by the rules in the classroom or in other school activities. However, permits pupils to suggest changes in rules and to argue for these changes. Gives pupils a role to play in setting up class rules.	Can explain the use of reinforcement in effecting behavioral changes and can identify ways of reinforcing behavior.
Helps pupils identify factors promoting and those hindering successful group work or discussions. Helps them evaluate their own actions in terms of these standards.	Identifies and can explain the effects of factors which promote and factors which hinder successful group work or discussions.
a. Uses video tape or cassette recording of group work and discussions to help pupils analyze their own behavior--	While viewing a video tape or using a sound recording of group work or a discussion, identifies actions by pupils and or the teacher or

feelings without giving up his own principles. 3) Is neither dogmatic nor patronizing. 4) Gives credit to others where it is due; tries to give others opportunities for personal satisfaction and recognition.	behavior which has helped or hindered the group. Helps pupils identify the consequences of behavior which antagonizes others.	some other adults whic the work of the group.
	b. Draws upon school activities outside of the classroom to analyze behavior affecting common goals.	Keeps informed about s of the classroom.
	Reinforces pupils when they act or talk in ways which promote effective common action.	Can explain the use of behavioral change; ide behavior.
2. Supports freedom of thought and expression for those with whom one disagrees as well as for oneself and those who agree with one.	Models the desired behavior.	Can explain the use of effect attitudinal cha
	Reinforces student support for the expression of opinions differing from his own.	Can explain the use of attitudinal change; id forcing behavior.
	Provides serious consideration of learning materials and experiences representing unpopular points of view. Discusses values held by adherents. Also discusses consequences of not permitting expression of such views. Helps pupils understand the concept of "censorship" and value conflicts related to censorship.	Identifies the steps t strategies designed to conflicts and the feel Develops criteria to u issues.
	Uses role playing episodes to help pupils understand the feelings and viewpoints of people who hold views with which pupils disagree. Afterwards, uses a discussion strategy designed to explore feelings and analyze any stereotyping which has taken place.	Can explain the use of help people understand other people's feeling danger of permitting s lenged. Identifies procedures and using role playing

behavior which has helped or hindered the group. Helps pupils identify the consequences of behavior which antagonizes others.	some other adults which facilitated or hindered the work of the group.
Draws upon school activities outside of the classroom to analyze behavior affecting common goals.	Keeps informed about school activities outside of the classroom.
nforces pupils when they act or talk in s which promote effective common action.	Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.
els the desired behavior.	Can explain the use of modeling behavior to effect attitudinal changes.
nforces student support for the expression of opinions differing from his own.	Can explain the use of reinforcement to effect attitudinal change; identifies ways of reinforcing behavior.
vides serious consideration of learning erials and experiences representing opular points of view. Discusses values d by adherents. Also discusses consences of not permitting expression of h views. Helps pupils understand the cept of "censorship" and value conflicts ated to censorship.	Identifies the steps to follow in discussion strategies designed to help pupils analyze value conflicts and the feelings and beliefs of others. Develops criteria to use in handling controversial issues.
s role playing episodes to help pupils derstand the feelings and viewpoints of ople who hold views with which pupils sagree. Afterwards, uses a discussion rategy designed to explore feelings and alyze any stereotyping which has taken ace.	Can explain the use of role playing episode to help people understand other points of view and other people's feelings. Can also explain the danger of permitting stereotyping to go unchallenged. Identifies procedures to follow when developing and using role playing episodes.

		Locates or develops rol useful for achieving go
		Given a transcript of a episode, identifies any and ways of helping pup Designs a lesson plan f
	Uses biographies, autobiographies, novels, or films of people who have taken action to support freedom of expression, thus helping pupils identify with these people and with the causes for which they strove. Helps pupils understand what happens to those not permitted free expression as well as what happens to society as a whole when such expression is not permitted.	Locates instructional m pupils identify with pe freedom of expression f
	In appropriate courses, uses content & learning experiences which help pupils understand the effects upon people and upon the society when freedom of expression is restricted.	Identifies cases in his day in which freedom of limited. Locates mate
3. Values due process; acts to protect it.	Uses current news stories or TV programs to help pupils identify procedural safeguards used in trials; asks pupils to discuss reasons for such safeguards.	Follows local and nati examples of procedural current situations.
	Provides opportunities for pupils to observe "due process" in action in the school and/or the community.	Identifies local cases process" in action.
	Uses other instructional materials and content to help pupils understand the importance of "due process" both in trials and in other situations; helps them identify consequences of denial of such "due process."	Locates learning mater units to provide learn pupils identify with p due process and consid these people and for s example, locates novel stories, and films whi with those denied "due

	Locates or develops role playing episodes useful for achieving goal.
	Given a transcript of a tape of a role playing episode, identifies any examples of stereotyping and ways of helping pupils learn from the episodes. Designs a lesson plan for a follow-up discussion.
iographies, autobiographies, or films of people who have action to support freedom of sion, thus helping pupils identify hese people and with the causes ich they strove. Helps pupils tand what happens to those not ted free expression as well as appens to society as a whole uch expression is not permitted.	Locates instructional materials which will help pupils identify with people who acted to support freedom of expression for others.
ropriate courses, uses content & ng experiences which help pupils tand the effects upon people and he society when freedom of ssion is restricted.	Identifies cases in history and in the present day in which freedom of expression has been limited. Locates materials of instruction.
current news stories or TV programs lp pupils identify procedural safe- s used in trials; asks pupils to ss reasons for such safeguards.	Follows local and national news. Identifies examples of procedural safeguards used in current situations.
des opportunities for pupils to ve "due process" in action in the l and/or the community.	Identifies local cases which demonstrate "due process" in action.
other instructional materials and nt to help pupils understand the tance of "due process" both in s and in other situations; helps identify consequences of denial ch "due process."	Locates learning materials and plans lesson and units to provide learning experiences in which pupils identify with people who have been denied due process and consider the consequences for these people and for society as a whole. For example, locates novels, case studies, short stories, and films which lead pupils to identify with those denied "due process."

	Uses learning activities which give pupils a chance to role play or simulate situations in which some of them are denied due process. Afterwards, ask pupils to discuss their feelings about what happened.	Can explain role playi follow in using role p Can explain possible a of using simulation ga simulation games of di difficulty. Locates existing simul level of difficulty an class. Designs original simul to the ability and int and/or adjusts existin fit the class.
	Uses appropriate discussion strategies to explore feelings and then to help pupils generalize from data. Explores with pupils the types of action activities in which they might engage to help protect "due process" in the school or community. Helps them plan and consider alternative courses of action.	Identifies the steps t discussion strategies feelings, and (2) help Identifies types of ac pupils might engage to Identifies the steps t solving model which ex of action.
4. Accepts the will of the majority until it can be changed by peaceful means or unless no avenues remain open for peaceful change.	Uses simulation games to involve students in decision-making processes both in democracies and in dictatorships. Helps pupils analyze what happend in the games. Uses simulation games to involve students in efforts to solve community problems.	Locates or develops si level of difficulty an Can explain the import following the game.

learning activities which give ls a chance to role play or simulate ations in which some of them are ed due process. Afterwards, ask ls to discuss their feelings about happened.	Can explain role playing and identify steps to follow in using role playing episodes.
	Can explain possible advantages and disadvantages of using simulation games in general and specific simulation games of differing levels of difficulty.
	Locates existing simulation games of appropriate level of difficulty and interest for a specific class.
	Designs original simulation games appropriate to the ability and interest level of a class and/or adjusts existing simulation games to fit the class.
s appropriate discussion strategies explore feelings and then to help ils generalize from data.	Identifies the steps to follow in different discussion strategies designed to (1) explore feelings, and (2) help pupils generalize from data.
lores with pupils the types of action ivities in which they might engage to p protect "due process" in the school community. Helps them plan and sider alternative courses of action.	Identifies types of action activities in which pupils might engage to help protect "due process."
	Identifies the steps to follow in a problem solving model which explores alternative courses of action.
s simulation games to involve students decision-making processes both in nocracies and in dictatorships. Helps ils analyze what happend in the games.	Locates or develops simulation games of appropriate level of difficulty and interest for purpose. Can explain the importance of a debriefing session following the game.
s simulation games to involve students efforts to solve community problems.	

Uses content, materials, and learning experiences which help pupils understand what happens to society and to individuals in that society when people no longer accept peaceful means for changing society or when such avenues are no longer open.	Comprehends historic l and other social science material well enough to identify situations which might be used as the content for instructional materials and learning experiences to help pupils see the impact of such situations upon people. Locates or develops instructional materials and learning experiences which can be used to help pupils understand the effects upon people when peaceful change is no longer accepted or when avenues for it are no longer available.
Provides opportunities for pupils to examine class and school situations in which some have not abided by the will of the majority. Discusses the reasons for the behavior and the consequences for all concerned. Uses some model for value analysis to help pupils understand value conflicts and clarify their own value positions.	Follows events in school. Can explain the importance of using events close to the lives of pupils as data for generalization and for value analysis. Identifies the steps to follow in some model for value analysis.
Uses a discussion strategy which helps pupils identify the feelings of others in specific kinds of situations and how the pupils would have felt in similar circumstances.	Identifies the steps to follow in a discussion strategy designed to identify feelings.
Uses content, materials, and learning experiences which help pupils understand the concepts of "law," "order," "dictatorship," and "democracy." Helps them generalize about reasons why people sometimes resort to revolution or violence when they no longer believe that peaceful change is possible. Helps them generalize about the conditions under which revolutions and violence are likely to take place. Uses historical and contemporary examples of minority rule in a government to help pupils understand why some people resort to revolutions. Involves pupils in value analysis of such situations.	Locates or develops instructional materials and learning situations on the use of violence as a vehicle for change and on institutional change in democracies and in dictatorships. Uses a discussion strategy designed to help pupils generalize from data. Identifies the steps to follow in some model of value analysis.

5. Acts to protect the rights of minorities and individuals. (See also page 23-24).	Provides pupils with opportunities to engage in action activities to help protect the rights of others in the school and in the community. See also pages 23-24.	Can explain the importa with a group or with a affect attitudes. Iden activities in which pup See also pages 23-24.
6. Feels a sense of responsibility for taking informed action about problems confronting one as an individual, a group, to which one belongs, the school, the community, the nation, and the world.	Frequently uses content which focuses upon persisting problems facing people or upon specific current problems.	Comprehends historical materials well enough t problems which will be Follows current affairs current problems of int Follows events taking p community; identifies p pupils.
a. Formulates plans for action after studying a problem, analyzing causes, and considering alternative courses of action.	Provides opportunities for pupils to develop a possible course of informed action for use by an individual or group to bring about change. Helps pupils learn some model for problem analysis involving alternative courses of action. Helps them learn to predict consequences of following alternatives proposals.	Identifies the steps to solving model which inv effects of following al action.
b. Acts upon carefully formulated plan. Joins with others to help solve group problems.	Uses materials of instruction which help pupils identify with those who have acted to try to solve problems. Uses materials of instruction which help pupils understand the feelings of those who have failed to act upon value decisions, including feelings which led to the inaction and their feelings afterwards.	Locates or develops mat and learning experience the effects upon people after reaching value po with the effects upon t taking action.

rovides pupils with opportunities to ngage in action activities to help rotect the rights of others in the school nd in the community.	Can explain the importance of ego-involvement with a group or with a movement in order to affect attitudes. Identifies types of action activities in which pupils might engage.
ee also pages 23-24.	See also pages 23-24.
requently uses content which focuses pon persisting problems facing people r upon specific current problems.	Comprehends historical and other social science materials well enough to identify persisting problems which will be of interest to pupils.
	Follows current affairs carefully and identifies current problems of interest to pupils.
	Follows events taking place within the school and community; identifies problems of interest to pupils.
rovides opportunities for pupils to . levelop a possible course of informed ction for use by an individual or group o bring about change. Helps pupils learn some model for problem analysis involving alternative courses of action. Helps them learn to predict consequences of following alternatives proposals.	Identifies the steps to follow in some problem-solving model which involves prediction of the effects of following alternative courses of action.
Uses materials of instruction which help pupils identify with those who have acted to try to solve problems.	Locates or develops materials of instruction and learning experiences which help pupils compare the effects upon people who engage in action after reaching value positions about problems with the effects upon those who refrain from taking action.
Uses materials of instruction which help pupils understand the feelings of those who have failed to act upon value decisions, including feelings which led to the inaction and their feelings afterwards.	

	Uses a discussion strategy designed to help pupils identify feelings.	Identifies the steps to foll strategy designed to identif
	Uses simulation games to involve students in individual and/or group efforts to solve community problems.	Locates or develops simulati to the interests and maturit selects game which will help current problems and/or alte working to overcome them.
	Provides opportunities for pupils to use action activities in school and in the community.	Familiarizes himself/herself problems and groups engaged them!
		Identifies types of action a pupils might engage to try t tain kinds of problems.
		Develops a policy statement action activities and criter handling them.
	Models the desired behaviors in class, in other school situations, and in the community.	Can explain the importance o to effect behavioral change.
7. Accepts the responsibilities as well as the rights of American citizenship.	Uses content, learning activities, and instructional materials focused upon achieving this goal. Uses some model of value analysis to examine rights and responsibilities in different areas of a citizen's life.	Identifies and defines the r bilities of American citizen
		Locates or develops instruct learning experiences which f and responsibilities of Amer
		Identifies the steps to foll of value-analysis.
	Models the desired behaviors.	Can explain the importance o to effect behavioral change.
	Reinforces attempts by pupils to assume the responsibilities of citizenship in the school and community.	Can explain thy use of reinf behavioral change; identifie behavior.

discussion strategy designed to upils identify feelings.	Identifies the steps to follow in a discussion strategy designed to identify feelings.
imulation games to involve students ividual and/or group efforts to community problems.	Locates or develops simulation games suitable to the interests and maturity level of the class; selects game which will help pupils understand current problems and/or alternative ways of working to overcome them.
es opportunities for pupils to use activities in school and in the ity.	Familiarizes himself/herself with community problems and groups engaged in trying to resolve them!
	Identifies types of action activities in which pupils might engage to try to help resolve certain kinds of problems.
	Develops a policy statement on the use of student action activities and criteria to follow in handling them.
the desired behaviors in class, in school situations, and in the com- .	Can explain the importance of modeling behavior to effect behavioral change.
ontent, learning activities, and ctional materials focused upon ving this goal. Uses some model of analysis to examine rights and sibilities in different areas of izen's life.	Identifies and defines the rights and responsibilities of American citizens.
	Locates or develops instructional materials and learning experiences which focus upon the rights and responsibilities of American citizens.
	Identifies the steps to follow in some model of value-analysis.
the desired behaviors.	Can explain the importance of modeling behavior to effect behavioral change.
rces attempts by pupils to assume sponsibilities of citizenship in hool and community.	Can explain thy use of reinforcement in effecting behavioral change; identifies ways of reinforcing behavior.

8. Values change as a means of achieving goals but does not equate change with progress. Evaluates all proposals in terms of probable consequences of acting upon such proposals.	Uses content and learning experiences which ask pupils to examine the effects of changes upon other aspects of culture and upon human beings involved in those changes.	Can identify and exp culture change and t within a culture.
	a. Uses instructional materials which focus upon the effects of change upon people's lives, particularly in recent times, both in the U.S. and in other countries.	Identifies or develo which help pupils un of change upon a cul the society.
	b. Uses content and learning experiences which help pupils generalize about the effects of changes of various types -- both those which proved fairly effective in improving human welfare and those which had adverse effects. In a history class, asks pupils to identify the unanticipated effects of reform in terms of how well it succeeded in achieving its goal as well as in terms of any other unanticipated outcomes, good or bad.	Can explain a model which looks at event both the present-day in the events. Identifies historica achieve goals and th failed to do so or i outcomes not desired the reforms.
	When studying problems calling for action, ask pupils to hypothesize about possible consequences of alternative courses of action, to test these hypotheses against available social science or historical data, and to predict the effectiveness of each course -- its probable effects both upon the problem for which it was suggested and upon other aspects of society.	Identifies and can e some model of value prediction of conse of action.
General Goal Demonstrates a desire to learn and a desire to think rationally.	Models the desired behaviors.	Can explain the use in effecting behavi

Uses content and learning experiences which ask pupils to examine the effects of changes upon other aspects of culture and upon human beings involved in those changes.	Can identify and explain generalizations about culture change and the ramifications of change within a culture.
a. Uses instructional materials which focus upon the effects of change upon people's lives, particularly in recent times, both in the U.S. and in other countries.	Identifies or develops instructional materials which help pupils understand the many effects of change upon a culture and upon the people in the society.
b. Uses content and learning experiences which help pupils generalize about the effects of changes of various types -- both those which proved fairly effective in improving human welfare and those which had adverse effects. In a history class, asks pupils to identify the unanticipated effects of reform in terms of how well it succeeded in achieving its goal as well as in terms of any other unanticipated outcomes, good or bad.	Can explain a model of historical interpretation which looks at events from the viewpoint of both the present-day observor and the participants in the events. Identifies historical cases in which reforms did achieve goals and those in which they may have failed to do so or in which they had unanticipated outcomes not desired by the people who supported the reforms.
When studying problems calling for action, ask pupils to hypothesize about possible consequences of alternative courses of action, to test these hypotheses against available social science or historical data, and to predict the effectiveness of each course -- its probable effects both upon the problem for which it was suggested and upon other aspects of society.	Identifies and can explain the steps to follow in some model of value analysis which calls for the prediction of consequences of different courses of action.
Models the desired behaviors.	Can explain the use of modeling behavior in effecting behavioral change.

	Adapts content, learning experiences and instructional materials to the "culture" of the class and to other general class characteristics as well as to individual differences among class members.	Can explain ways of diagn differences among class m adjusting teaching to mee explain ways of identifyi of a class (its norms, va behaving) and other gener such as previous curricul socio-economic backgroun background.
1. Is curious about social data and wishes to read and study further in the social sciences, as evidenced by the following behaviors:	Uses teaching strategies and techniques which involve pupils in learning activities.	Can identify and explain various teaching strategi motivating pupils.
a. Exhibits a wide range of interests in the social sciences, as indicated by the following:	Provides for materials of instruction and learning activities suitable to the range of individual differences in the class.	Identifies the many types differences found in clas ways of identifying speci abilities, personality ty styles of a group of stud
1) Reads, listens to, or views many and varied materials on social studies topics. Seeks out materials on own as well as using those suggested by teacher. Exceeds minimum requirements for amount of work done for the class.	a. Provides reading materials suited to different interests and abilities of pupils. Much of time, uses a wide reading program rather than having all pupils read the same things. At times has pupils use these varied materials for special projects. At other times asks pupils to draw upon the differing materials they have read in a general class discussion of questions which all have investigated, regardless of what materials they have used.	Reads materials on the st identifies the reading le appeal of these materials which they may be used to attitudes related to soci Uses varied references a reading materials of dif ficulty and interest appe same unit topic. At time different levels of readi Can explain ways of using materials in a discussio Develops criteria to use issues.

s content, learning experiences and uctional materials to the "culture" e class and to other general class cteristics as well as to individual rences among class members.	Can explain ways of diagnosing individual differences among class members and of adjusting teaching to meet them. Can also explain ways of identifying the "culture" of a class (its norms, values, ways of behaving) and other general characteristics such as previous curricular experiences, socio-economic background, and ethnic background.
teaching strategies and techniques involve pupils in learning activ- s.	Can identify and explain the steps to use in various teaching strategies and techniques for motivating pupils.
ides for materials of instruction and ning activities suitable to the range ndividual differences in the class.	Identifies the many types of individual differences found in classes; explains ways of identifying specific interests, abilities, personality types, and cognitive styles of a group of students.
rovides reading materials suited to ifferent interests and abilities of upils. Much of time, uses a wide eading program rather than having ll pupils read the same things. At imes has pupils use these varied aterials for special projects. At ther times asks pupils to draw upon he differing materials they have ead in a general class discussion f questions which all have investi- ated, regardless of what materials hey have used.	Reads materials on the students' level and identifies the reading level and interest appeal of these materials as well as ways in which they may be used to develop ideas and attitudes related to social studies topics. Uses varied references and tools to locate reading materials of different levels of difficulty and interest appeal, all focused on the same unit topic. At times adapts readings to different levels of reading difficulty. Can explain ways of using varied reading materials in a discussion of common questions. Develops criteria to use in handling controversial issues.

b. Uses varied techniques to arouse interest in different reading materials; gives pupils time to examine materials before they select those they wish to read.	Identifies and can explain ways of arousing interest in different books and other reading materials.
c. Talks with students about what they are reading; finds time to do so before class, during class time, or during time available for independent study. Uses informal devices to find out what pupils are reading rather than requiring constant written reports which makes many pupils dislike reading.	Identifies and explains ways of checking on pupils' reading other than asking them to turn in written book reports or other written reports on what they have read.
d. Provides opportunities for pupils to use library resources to locate materials on their own. Helps them develop skills in locating information in the library so that they will find it easy to do so.	Identifies skills in locating information in library. Can explain ways of teaching these skills. Works with other teachers and the librarian on a program to introduce and reinforce skills in locating information in the library.
Provides multi-media other than reading materials and makes them readily available for pupil use. Uses materials only after careful evaluation of their interest appeal, difficulty level, and usefulness for topics under investigation.	Identifies types of aid which a teacher can usually get from an audio-visual director or library media specialist. Identifies sources for locating appropriate multi-media. Identifies the many types of multi-media and can explain the specific purposes for which each is suited. Can operate projectors, recorders, and equipment for making slides or copying slides, picture, cartoons, etc.

		Previews films, filmstrips, sli prior to their use. Develops l which provide for the introduct rials, their use in class, and ities. Prepares study guides f be used by individuals or small
		Selects multi-media suited to t and abilities of pupils and to Identifies criteria to use.
		Produces some multi-media for s (e.g. sound-slide program, film charts, etc.)
	f. When materials are to be used by individuals and small groups, provides some guidance for their use, perhaps by providing brief oral or written instructions and study guides on specific materials. Uses some plan for keeping track of multi-media and use to which they are put.	Develops a plan for making some available for study by small gr viduals.
		Identifies ways of keeping trac and the use to which pupils are individually and in small group
2) Responds favorably to social studies topics and classes on attitudes scale. Makes favorable comments in class and to others outside of class.	Gives pupils an opportunity to help plan unit activities and to choose individual and small group projects.	Can explain the importance of p activities and voice in unit pl of ways in which such participa motivation. Identifies ways of pupil-teacher planning and pupi projects.
	Reinforce pupils when they express interest in and knowledge about social studies topics, whether these topics are related to the on-going work of the class or not.	Can explain the use of reinforc behavioral change; identifies w pupil behavior.
	Creates a warm and open climate which facilitates pupil learning and stimulates interest.	Identifies factors which help c which hinder the development of classroom climate.

	Previews films, filmstrips, slides, and tapes prior to their use. Develops lesson plans which provide for the introduction of the materials, their use in class, and follow-up activities. Prepares study guides for materials to be used by individuals or small groups.
	Selects multi-media suited to the interests and abilities of pupils and to the unit topic. Identifies criteria to use.
	Produces some multi-media for specific purposes (e.g. sound-slide program, filmstrip, recordings, charts, etc.)
When materials are to be used by individuals and small groups, provides some guidance for their use, perhaps by providing brief oral or written instructions and study guides on specific materials. Uses some plan for keeping track of multi-media and use to which they are put.	Develops a plan for making some multi-media available for study by small groups and individuals.
	Identifies ways of keeping track of multi-media and the use to which pupils are putting them individually and in small groups.
ives pupils an opportunity to help plan hit activities and to choose individual nd small group projects.	Can explain the importance of pupil choice of activities and voice in unit planning in terms of ways in which such participation affects motivation. Identifies ways of providing for pupil-teacher planning and pupil choice of projects.
einforce pupils when they express interest n and knowledge about social studies opics, whether these topics are related o the on-going work of the class or not.	Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing pupil behavior.
reates a warm and open climate which acilitates pupil learning and stimulates nterest.	Identifies factors which help create and those which hinder the development of a warm and open classroom climate.

	Provides opportunities for pupils to talk about those social studies topics which interest them and which they have been investigating. Talks to pupils before class and outside of class and provides opportunities for them to tell the class about their findings.	Plans lessons which prov pupils who have been inv aspects of a unit topic reading or viewing diffe
	Uses learning experiences which stimulate pupil interest.	Locates or develops lear focus upon the unit topi to pupils.
	Varies learning experiences from day to day, within one class period, and from unit to unit; adjust amount of variety to maturity, ability, and interest level of pupils.	Can explain the importan in learning experiences. provide enough variety w meet the needs of pupils for variety within a uni
3) Evidences a high degree of concentration while working in groups, on own, or while participating in class discussions. Does not let his/her attention wander; does not stop working prior to end of work period.	Provides varied activities within a class period; from day to day, and from unit to unit. Provides variety in terms of attention span of pupils in class.	Can explain the importan to maintain pupil intere
		Identifies differences i pupils of different age levels for different typ
	During discussions, varies tempo for emphasis but does not let discussion drag.	When viewing a video tap fies places where tempo for particular purposes. at which pupil interest
	Provides opportunities for pupils to work on activities which interest them and which are suited to their abilities.	Plans for learning exper to the ability and inter a given class.

ovides opportunities for pupils to talk out those social studies topics which terest them and which they have been vestigating. Talks to pupils before ass and outside of class and provides portunities for them to tell the class out their findings.	Plans lessons which provide for inputs from pupils who have been investigating different aspects of a unit topic or who have been reading or viewing different materials.
es learning experiences which stimulate pil interest.	Locates or develops learning experiences which focus upon the unit topic and are of interest to pupils.
ries learning experiences from day to y, within one class period, and from it to unit; adjust amount of variety maturity, ability, and interest level pupils.	Can explain the importance of providing variety in learning experiences. Plans lessons which provide enough variety within one period to meet the needs of pupils within a class. Plans for variety within a unit and from unit to unit.
ovides varied activities within a class riod; from day to day, and from unit to it. Provides variety in terms of atten- on span of pupils in class.	Can explain the importance of varying activities to maintain pupil interest. Identifies differences in attention span of pupils of different age levels and ability levels for different types of activities.
uring discussions, varies tempo for mphasis but does not let discussion drag.	When viewing a video tape of a discussion, identifies places where tempo dragged or went too fast for particular purposes. Also identifies points at which pupil interest lagged.
rovides opportunities for pupils to ork on activities which interest them nd which are suited to their abilities.	Plans for learning experiences which are suited to the ability and interest levels of pupils in a given class.

b. Keeps informed about current problems, as indicated by the following behavior:	Provides for regular discussion of current affairs; discusses some topics in depth rather than looking at many superficially. Focuses upon generalizations and concepts which have transferability rather than upon ephemeral data.	Keeps informed about curre Identifies different types handling current affairs. cons of each. Identifies concepts and ge can be used to analyze cur explain ways in which spec can be related to persisti
1) Participates actively in discussions of current affairs. Talks about them outside of class as well as in class.		
2) Makes remarks which indicate use of varied sources, as well as his evaluation of such sources.	Uses varied sources of information about current affairs, not just reading materials. Provides learning experiences to develop skills needed in following and examing current affairs. For example, develops skills exercises on skimming newspapers to locate articles on specific topics or to get a quick overview of a number of topics. Asks pupils to compare presentation of news on different networks or programs dealing with the same events. Uses learning experiences designed to help pupils identify the bias of different magazines. Models desired behaviors.	Uses many sources of infor current affairs. Identifi maturity level of sources. Identifies skills needed i Can explain ways of teachi Develops exercises and lea to teach the skills. Identifies the bias of dif information. Can explain the use of mod to effect behavioral chang
3) Without prompting by the teacher, relates some current situation to the unit studied.	Draws upon current examples to illustrate concepts and generalizations taught in regular units of instruction.	Locates current examples in regular units taught i
4) On his own, raises questions about current problems and/or expresses need to go beyond current data to understand them.	Reinforces pupils when they show evidence of having followed the news carefully and having gone beyond assignments related to current affairs.	Can explain the use of re behavioral change; identi behavior.

des for regular discussion of current rs; discusses some topics in depth r than looking at many superficially. es upon generalizations and concepts have transferability rather than upon eral data.	Keeps informed about current affairs. Identifies different types of programs for handling current affairs. Analyzes pros and cons of each. Identifies concepts and generalizations which can be used to analyze current affairs. Can explain ways in which specific current affairs can be related to persisting problems or topics.
varied sources of information about nt affairs, not just reading mate- s.	Uses many sources of information to keep up with current affairs. Identifies reading and/or maturity level of sources.
ides learning experiences to develop ls needed in following and examing nt affairs. For example, develops ls exercises on skimming newspapers ocate articles on specific topics or et a quick overview of a number of cs. Asks pupils to compare presenta- of news on different networks or rams dealing with the same events. learning experiences designed to pupils identify the bias of different azines. Models desired behaviors.	Identifies skills needed in following news. Can explain ways of teaching these skills. Develops exercises and learning experiences to to teach the skills. Identifies the bias of different sources of information. Can explain the use of modeling the behavior to effect behavioral changes.
ws upon current examples to illustrate cepts and generalizations taught in ular units of instruction.	Locates current examples to illustrate ideas in regular units taught in course.
nforces pupils when they show evidence having followed the news carefully having gone beyond assignments related current affairs.	Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.

c. Has a positive attitude toward learning; is a self-actualized learner, as indicated by the following behaviors:	Encourages, trusts, assists and facilitates pupils' learning programs.	Can explain ways of s ences which permit pu their own activities.
	Uses pupil-teacher planning to identify ways of working on a unit and to permit pupils much independence in selecting individual and small group projects. Gradually increases the amount of independence given pupils and their role in planning as they demonstrate increased competency in self-direction & planning. Provides opportunities for pupils to demonstrate their competence in ways important to them.	Identifies ways of ha in which pupils are least part of the tim
		Can explain steps to planning of unit acti
		Prepares unit plans of independent work as year progresses. provide for such deve
1) Plans own projects and makes continuous progress on them without much help or prodding from the teacher. Concentrates on learning activities for increasingly long periods of time. Completes independent projects in time period designated.	Teaches pupils skills involved in gathering, evaluating, and organizing information and drawing conclusions.	Identifies skills nee out a project. Can skills. Prepares ex
2) Searches out materials as own, without help from the teacher. Makes comments which indicate that he has been reading or using other materials which he has found to answer questions raised in class or to find out more about topics not in the class curriculum but	Gradually decreases the amount of help given in locating materials. Teaches pupils skills involved in locating varied sources of information.	

ncourages, trusts, assists and facilitates upils' learning programs.	Can explain ways of structuring learning experiences which permit pupils to design and carry out their own activities.
ses pupil-teacher planning to identify ays of working on a unit and to permit upils much independence in selecting ndividual and small group projects. radually increases the amount of independence given pupils and their role in lanning as they demonstrate increased competency in self-direction & planning. rovides opportunities for pupils to demonstrate their competence in ways important to them.	Identifies ways of handling a learning program in which pupils are learning independently at least part of the time. Can explain steps to follow in teacher-pupil planning of unit activities. Prepares unit plans which permit increase amounts of independent work and pupil-teacher planning as year progresses. Develops overall plans which provide for such development.
Teaches pupils skills involved in gathering, evaluating, and organizing information and drawing conclusions.	Identifies skills needed in each phase of carrying out a project. Can explain ways of teaching these skills. Prepares exercises to teach them.
Gradually decreases the amount of help given in locating materials. Teaches pupils skills involved in locating varied sources of information.	

related to the social sciences. 3) Prepares reports or other projects which indicate extensive efforts to analyze all facets of a topic; goes beyond requirements.	Reinforces behavior when pupils go beyond course requirements.	Can explain the use of rei behavioral changes; identi behavior.
2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations. Values independent thought.	Models the desired behavior.	Can explain the use of mod effecting attitudinal char
	Reinforces such behavior.	Can explain the use of rei attitudinal changes; ident forcing behavior.
	Creates a warm and open climate which stimulates student learning. a. Encourages pupils to disagree with him and others, to think for themselves and to ask questions about varied viewpoints. b. Accepts pupils' opinions without reacting negatively.	Identifies factors which h which interfere with a war in the classroom.
	Uses well-accepted values and practices in scientific or social science fields to illustrate ways in which independent thought and unpopular views led to desirable changes.	Identifies cases from hist sciences, and from scient illustrate advances made accepted viewpoints.
	Uses current affairs to introduce widely differents points of view for examination.	Follows current affairs c useful situations in whic important for arriving at decision.
	See also, pages 27-28.	See also, pages 27-28.

Reinforces behavior when pupils go beyond course requirements.	Can explain the use of reinforcement to effect behavioral changes; identifies ways of reinforcing behavior.
Models the desired behavior.	Can explain the use of modeling behavior in effecting attitudinal changes.
Reinforces such behavior.	Can explain the use of reinforcement to effect attitudinal changes; identifies ways of reinforcing behavior.
Creates a warm and open climate which stimulates student learning.	Identifies factors which help create and those which interfere with a warm and open climate in the classroom.
a. Encourages pupils to disagree with him and others, to think for themselves and to ask questions about varied viewpoints.	
b. Accepts pupils' opinions without reacting negatively.	
Uses well-accepted values and practices in scientific or social science fields to illustrate ways in which independent thought and unpopular views led to desirable changes.	Identifies cases from history, the other social sciences, and from scientific endeavors which illustrate advances made after people challenged accepted viewpoints.
Uses current affairs to introduce widely differents points of view for examination.	Follows current affairs carefully and identifies useful situations in which varied viewpoints are important for arriving at any conclusion or decision.
See also, pages 27-28.	See also, pages 27-28.

3. Values objectivity and desires to keep his/her values from affecting the interpretation of evidence.	Provides instructional materials and learning experiences which lead pupils to overgeneralize at times and which later force them to revise these generalizations in the light of new data.	Finds or designs lesson discrepant data. Plans units and a cours generalize at times pri evidence which contradi show the necessity of
a. Accepts evidence even though it contradicts prejudices and preconceptions.	Uses questions aimed at forcing pupils to reexamine beliefs in the light of new evidence; asks questions calling for levels of thought beyond that or recall of data or other knowledge.	Identifies questions wh late higher levels of t explains steps in a dis to lead to generalizati
b. Searches for evidence to disprove hypotheses, not just to prove them.	Uses content and learning experiences to help pupils understand the scientific viewpoint and methodology. Helps them understand that hypotheses are never proved; instead, scientists try to disprove them and accept them tentatively only after they have not been disproved.	Can explain the scienti mentation and the use o scientist's skepticism knowledge.
	Uses a teaching strategy which asks pupils to hypothesize and to figure out ways of testing hypotheses. Avoids the term "proving the hypothesis." Takes time to teach pupils the behaviors involved in hypothesizing, figuring out how to test hypotheses, and testing hypotheses.	Identifies and can expl a teaching strategy wh and test hypotheses. Can explain the behavio hypotheses and figure o as well as those involv process.
	Reinforces pupils' behavior when they modify or reject an hypothesis in the light of data which they collect and/or when they try to figure out ways of collecting data which might disprove the hypothesis.	Can explain the use of behavioral change; iden behavior.
	Models the desired behavior.	Can explain the use of effect behavioral chan

Provides instructional materials and learning experiences which lead pupils to overgeneralize at times and which later force them to revise these generalizations in the light of new data.	Finds or designs lessons which introduce discrepant data.
	Plans units and a course to lead pupils to overgeneralize at times prior to confrontation with evidence which contradict such generalizations or show the necessity of limiting them.
Uses questions aimed at forcing pupils to reexamine beliefs in the light of new evidence; asks questions calling for levels of thought beyond that or recall of data or other knowledge.	Identifies questions which can be used to stimulate higher levels of thought. Identifies and explains steps in a discussion strategy designed to lead to generalization.
Uses content and learning experiences to help pupils understand the scientific viewpoint and methodology. Helps them understand that hypotheses are never proved; instead, scientists try to disprove them and accept them tentatively only after they have not been disproved.	Can explain the scientific attitude toward experimentation and the use of hypotheses and the scientist's skepticism toward the finality of knowledge.
Uses a teaching strategy which asks pupils to hypothesize and to figure out ways of testing hypotheses. Avoids the term "proving the hypothesis." Takes time to teach pupils the behaviors involved in hypothesizing, figuring out how to test hypotheses, and testing hypotheses.	Identifies and can explain the steps to follow in a teaching strategy which asks pupils to set up and test hypotheses.
	Can explain the behaviors needed to set up hypotheses and figure out ways of testing them, as well as those involved in the actual testing process.
Reinforces pupils' behavior when they modify or reject an hypothesis in the light of data which they collect and/or when they try to figure out ways of collecting data which might disprove the hypothesis.	Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.
Models the desired behavior.	Can explain the use of modeling behavior to effect behavioral change.

4. Evaluates information and sources of information before accepting evidence and generalizations. Does so without prompting by others.	Models the behavior desired of pupils.	Can explain the use of mo effect behavioral change
	Reinforces students when they exhibit this behavior either upon prompting or without prompting.	Can explain the use of re behavioral change; identi behavior.
	Provides many learning experiences to demonstrate the need for and to develop skill in evaluating information and sources of information. Provides many opportunities for pupils to use these skills at they study new data or try to analyze new problems.	Identifies skills involve mation and sources of in Locates or develops inst including exercises, to and to develop skills us mation and sources. Can explain the importan experiences in applying in order to promote tran
	Creates a warm and open climate which facilitates student learning. a. Encourages pupils to disagree with the teacher and to think for themselves. b. Listens to students carefully.	Identifies factors which which hamper the develop climate. Analyzes transcripts or to identify factors affe
	Evaluates pupil progress on evaluation skills, thus indicating importance placed upon learning them.	Locates or develops eval measure skills in evalua sources of information. Can explain the importan on a goal in order to de upon it as well as to pr back about their progres

Models the behavior desired of pupils.	Can explain the use of modeling behavior to effect behavioral change.
Reinforces students when they exhibit this behavior either upon prompting or without prompting.	Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.
Provides many learning experiences to demonstrate the need for and to develop skill in evaluating information and sources of information. Provides many opportunities for pupils to use these skills at they study new data or try to analyze new problems.	Identifies skills involved in evaluating information and sources of information. Locates or develops instructional materials, including exercises, to demonstrate the need for and to develop skills used in evaluating information and sources. Can explain the importance of giving pupils many experiences in applying skills to new situations in order to promote transfer of learning.
Creates a warm and open climate which facilitates student learning. a. Encourages pupils to disagree with the teacher and to think for themselves. b. Listens to students carefully.	Identifies factors which help create and those which hamper the development of a warm and open climate. Analyzes transcripts or tapes of class discussions to identify factors affecting the classroom climate
Evaluates pupil progress on evaluation skills, thus indicating importance placed upon learning them.	Locates or develops evaluation instruments to measure skills in evaluating information and sources of information. Can explain the importance of evaluating progress on a goal in order to demonstrate emphasis placed upon it as well as to provide pupils with feedback about their progress in achieving it.

5. Is skeptical of theories of single-causation and is equally skeptical of panaceas. (Indicates this skepticism in discussions and in writing.)	Uses content, learning experiences, and instructional materials to demonstrate multiple causation and to help pupils trace unanticipated consequences of reforms in the past.	Locates or develops learning experiences causation and the r led to unanticipate reform efforts.
	When dealing with problem situations involving a choice of action, asks pupils to predict possible consequences of following different courses of action. Asks them to hypothesize about such consequences and to test their hypotheses against what has happened under similar circumstances. Attempts to widen their investigations to the effects upon other aspects of society than the problem under study, so that they will look for possible limitations of proposals because of unanticipated consequences.	Identifies and can in a model of value to predict consequ courses of action. Applies this model experience in using trying to teach it
	Asks pupils to identify assumptions of those who propose reforms and to decide whether or not to accept both the value assumptions and the assumptions about factual questions, including those about causes of the problem.	Identifies and eval normative and a non proposal for action Locates or develops will help pupils le in written and oral
	Reinforces pupils who raise questions about possible causes of problems other than those identified by instructional materials or by other class members. Also reinforces pupils when they raise questions about the possible consequences of taking certain action, particularly when they do so without being asked to make predictions and when the questions relate to possible consequences not directly related to the problem being studied.	Can explain the use of effecting behavi of reinforcing beha

Uses content, learning experiences, and instructional materials to demonstrate multiple causation and to help pupils trace unanticipated consequences of reforms in the past.

When dealing with problem situations involving a choice of action, asks pupils to predict possible consequences of following different courses of action. Asks them to hypothesize about such consequences and to test their hypotheses against what has happened under similar circumstances. Attempts to widen their investigations to the effects upon other aspects of society than the problem under study, so that they will look for possible limitations of proposals because of unanticipated consequences.

Asks pupils to identify assumptions of those who propose reforms and to decide whether or not to accept both the value assumptions and the assumptions about factual questions, including those about causes of the problem.

Reinforces pupils who raise questions about possible causes of problems other than those identified by instructional materials or by other class members. Also reinforces pupils when they raise questions about the possible consequences of taking certain action, particularly when they do so without being asked to make predictions and when the questions relate to possible consequences not directly related to the problem being studied.

Locates or develops instructional materials and learning experiences to demonstrate multiple causation and the ramification of changes which led to unanticipated consequences of some past reform efforts.

Identifies and can explain the steps to be used in a model of value analysis which asks pupils to predict consequences of following different courses of action.

Applies this model of decision-making; gains experience in using it himself/herself before trying to teach it to pupils.

Identifies and evaluates assumptions of both a normative and a non-normative nature in a proposal for action.

Locates or develops instructional materials which will help pupils learn to identify assumptions in written and oral materials.

Can explain the use of reinforcement as a means of effecting behavioral change; identifies ways of reinforcing behavior.

	Creates a warm and open climate which facilitates student learning and encourages pupils to raise doubts about proposals or statements about causation.	Identifies factors wh open climate and thos which interferes with Analyses transcripts sions to identify fac climate.
6. Is skeptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence. (Indicates this skepticism orally or in writing.)	Uses instructional materials and learning experiences to demonstrate the changing nature of knowledge and the importance of openness to new ideas and theories in the light of new data.	Locates or develops i learning experiences level, interests, and and for demonstrating knowledge. Comprehen science material well examples around which materials and experie
	Uses an inquiry teaching strategy.	Identifies the steps inquiry strategies of
	Asks pupils to reexamine earlier generalizations in the light of new data and to modify generalizations, reject them, or develop new ones if necessary.	Develops a course org pupils with opportuni new situations on the and to test and modif basis of new data in
	Models the desired behavior by being open to new ideas and by indicating his willingness to change his generalizations in the light of new data from pupils. Points out ways in which he has revised his generalizations earlier.	Can explain the use o effect behavioral cha
	Creates a warm and open climate which encourages pupils to disagree with the teacher and other pupils and to risk indicating that they have changed their minds about previous ideas because of new data which they have encountered.	Identifies factors wh which interfere with climate.

reates a warm and open climate which acilitates student learning and encourages upils to raise doubts about proposals or tatements about causation.	Identifies factors which help create a warm and open climate and those which create a climate which interferes with thinking. Analyses transcripts or tapes of class discussions to identify factors affecting classroom climate.
Uses instructional materials and learning experiences to demonstrate the changing nature of knowledge and the importance of openness to new ideas and theories in the light of new data.	Locates or develops instructional materials and learning experiences suitable for the maturity level, interests, and abilities of class members and for demonstrating the changing nature of knowledge. Comprehends historical and social science material well enough to identify useful examples around which to build instructional materials and experiences.
Uses an inquiry teaching strategy.	Identifies the steps to follow in one or more inquiry strategies of teaching.
Asks pupils to reexamine earlier generalizations in the light of new data and to modify generalizations, reject them, or develop new ones if necessary.	Develops a course organization which provides pupils with opportunities to hypothesize about new situations on the basis of past generalizations and to test and modify their hypotheses on the basis of new data in later units.
Models the desired behavior by being open to new ideas and by indicating his willingness to change his generalizations in the light of new data from pupils. Points out ways in which he has revised his generalizations earlier.	Can explain the use of modeling behavior to effect behavioral change.
Creates a warm and open climate which encourages pupils to disagree with the teacher and other pupils and to risk indicating that they have changed their minds about previous ideas because of new data which they have encountered.	Identifies factors which help create and those which interfere with a warm and open classroom climate.

7. Values the scientific method and rational thought as applied to social as well as to natural data, without rejecting all other ways of knowing about human behavior and emotions. (Indicates this value by oral and written comments and by the approach he uses to solving social problems and social science questions.)	Uses instructional materials and experiences to demonstrate the falacies in many common-sense beliefs about people's behavior. Demonstrates the usefulness of a problem-solving model by having pupils engage in problem-solving as they investigate social science questions and problems involving the need for action.	Identifies falacies about people's behav science generalizati so that he can expla are falacious. Identifies the steps solving model which to problems.
8. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help achieve their goals. (Indicates belief in response to attitude scale, in written analysis of problems, or in discussions.)	Uses instructional materials and experiences to help pupils understand how social science research has enabled men to act more rationally than they might otherwise have done as they attempted to achieve goal or solve some problem.	Comprehends social theories well enoug examples of how res men to solve some p toward achieving so generalizations and to arrive at them. Locates or develops plans learning expe how social science generalizations ha toward achieving th
	Provides opportunities for pupils to make use of their previously-learned social science generalizations as they study new problems and as they try to understand themselves and ways of achieving their own goals.	Can explain the im ties for using gen important to pupil fer this learning Develops course an sequence and conti izations learned p